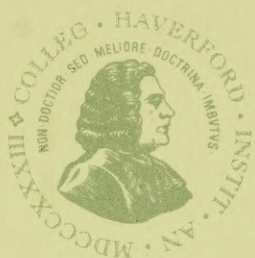


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ANNUAL REPORT 1966-67



*Haverford
College*

ANNUAL REPORT
1966-67
Haverford College

TREASURER'S REPORT
CAMPUS VISITORS
ACADEMIC STATISTICS

Haverford College Bulletin, Volume LXVI,
Number Four, June, 1968, issued four
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ford, Pa. 19041. Entered as second-class
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REPORT OF THE TREASURER

PRESENTED AT THE ANNUAL MEETING OF THE CORPORATION OF

Haverford College

October 17, 1967

Your Treasurer is pleased to report another year of progress and growth in financing the College's operations for the year ending June 30, 1967, a year which we ended with a small balance. The Auditor's report will be attached, this year by Price, Waterhouse and Co., the firm with which our Auditors, Lawrence E. Brown and Co., became associated during the year.



OPERATIONS

For the second successive year faculty salaries were increased by a sum equivalent to a rise of $7\frac{1}{2}\%$ of the previous years' figure. Not only did salaries increase but most of the other expenditures went up somewhat also. The total income in the operating account for the current year, exclusive of restricted income, was \$2,869,087.83 and that of operating expenses, \$2,868,028.82 which, when subtracted means an excess of income over expenditures of \$1,059.01. Restricted funds accounted for the balance making total expenditures for the year in the amount of \$3,572,490.83.

Income from all of our funds and trusts held for the benefit of the college rose this year to \$1,021,444. This figure includes \$62,849 from the William Maul Measey Trust: \$52,374 for scholarships, \$10,475 for overhead (and \$41,900 for scholarships to independent secondary schools).

Again, Annual Giving from all sources; Alumni, parents, friends, corporations and foundations, including class gifts and gifts for special purposes, totaled \$338,271. This amount is almost 10% of the total income of the college and shows the real impact on the college budget of these generous contributions from our Alumni and friends. Annual Giving from our Alumni alone was 27% higher than last year which, itself, was the highest ever achieved.

SCHOLARSHIP AID AND LOANS

Direct scholarship aid this year totaled \$247,634. Increasingly, however, William Ambler and his staff are trying to work out a "package" for students in need of assistance — scholarship grants, loans and student employment. In addition to these direct scholarship grants, the college paid \$27,805 for student employment.

In connection with the third part of this "package," student loans, you may recall that when the National Defense Educational Act was passed in 1958, the Board decided that, by reason of the form of the oath required of recipients, we could not be a party to the benefits of the Act. We then agreed that we would call on our own funds for loans to all those students who might otherwise look to the Act. The oath was somewhat modified later, but the college still felt that we could not conscientiously go along with the Act. Thus far, therefore, in addition to our regular loan funds, the college has invested \$187,255 of its endowment funds in loans to students on the same terms — without the oath — as is provided in the NDE Act.

Fortunately this year there has been added to the funds for loans a bequest from Ernest R. Reynolds, of Long Beach, California, of \$115,157. Interestingly enough, this fund, at Mr. Reynold's request, is to be known as the John Shinn Student Loan Fund, named after a Quaker ancestor of his who came to America in 1680 acquiring land from William Penn.

In returning for a moment to the matter of scholarships, it is interesting to note that from the generous Rockefeller Grant for the Post Baccalaureate Program undertaken a year ago under the leadership of William Cadbury, \$127,247 was spent for scholarships. The program is proving a great success and of immense value to the participants.

COLLEGE HOUSING

As you may know from the Classification of Investments in the full report, 4.26% of the Consolidated Investment Account, or \$770,153, is invested in college real estate—housing for faculty. It has long been the policy of the college to house all, if possible, of those faculty who wish to live on campus. This policy is based on the assumption that because of our small size, the relationship between faculty and students can, and ought to be one of mutual friendship and understanding. For this reason we have not only made housing available to faculty but have done so at a discount of about a third of the current rental value of comparable off-campus housing. As a result after a minimal depreciation allowance of 11½% there has, for the most part, been nothing left as a return on this considerable investment.

This year, however, we have made two strides forward in connection with this housing. We have slightly realigned the rent structure so that as a whole it conforms to the policy above stated, and we have embarked on a program of renovations to make all the houses not only habitable, but in good condition, which is based on recommendations made a year ago by our architects, Harbison, Hough, Livingston and Larson. During the past year, then, we have made complete or partial renovations of ten of the sixty six houses and apartments owned by the Corporation (twenty already in excellent condition).

In the second place, in view of the increased number of faculty and consequent shortage of housing, we have also embarked on a two pronged attack on this problem. We have built five houses on Duck Pond Lane in the Lower Merion Township segment of the campus. These houses more than replace the "Griscom House" on Cheswold Lane and Montgomery Avenue devised to us some years ago, which proved uneconomical to maintain—it was a very old house—and uneconomical to keep, because we were offered a handsome sum for it by the Vanguard School.

At the same time, because of the relatively high cost of newly constructed houses, we are acquiring—if the price is right—houses contiguous to or very near the campus. Among those purchased during the past year are, a small four apartment house on Wyoming Avenue, which nearly backs up to our property on College Lane, a small house on Walnut Lane just off the campus, and a house on Overhill Road just across the Philadelphia Electric right-of-way at the back of our property.

DONATIONS

I am glad indeed to report the largest single unrestricted gift ever made to the college, that of T. Kite Sharpless of 88,000 shares of Technitrol Inc., common stock, worth at the time of the gift, \$1,299,000. Though this is not the place for a eulogy of Kite, who died four months after making the gift, I cannot help remarking that his joy in giving, his keen and knowledgable interest in all that pertained to the college and his active participation in its affairs was a lesson for all of us.

Another very substantial gift from Paulina C. Padin, the widow of a loyal alumnus, Jose Padin, in the amount of \$228,437, was received during the year for scholarships for students from Puerto Rico. Again, her pleasure in giving and her deep interest in these scholarships, the first recipient of which is presently enrolled, makes this gift doubly valuable.

Christine Hires, who died during the year, left us her residence in Haverford, or the proceeds, which added \$58,520 to the Scholars in the Humanities Fund created by gifts of her husband, Harrison Hires, long a generous donor to the college.

Two gifts from foundations, rather more for programs than for permanent endowment, are nevertheless noteworthy as indications that we are an alive institution. The Alfred P. Sloan Foundation gave us \$400,000 to be spent \$80,000 a year for five years to finance the strengthening of the science offerings at the college. The Old Dominion Foundation made an equally interesting grant of \$100,000, to be spent also over five years, for fellowships to selected members of the humanities faculty for such activities as scholarly research; for writing; for travel or study abroad; for postdoctoral study at a major university or intellectual center; for curriculum planning; or for some other activity important for the teacher's intellectual development or refreshment.

Other gifts and bequests for additions to the funds amounted to \$60,476.

ENDOWMENT

With all the above additions and with the appreciation in the value of our holdings, the total market value of all of our funds and trusts was, on June 30, 1967, \$28,775,360. This is made up of Consolidated Investments, \$18,074,426, William Pyle Philips Fund, \$5,357,740, miscellaneous non-consolidated funds, \$2,229,824 and William Maul Measey Trust, \$3,113,370. The unit value of our Consolidated Investment account as of June 30, 1967, was 29.29 as against 28.06 a year ago. The unit of income for the year also rose from \$1.13 to \$1.18 per unit. The net gains realized on securities sold in the Consolidated Investment Account, was \$612,177 and on those securities held in the Philip's account, \$451,789. The rate of return on market value of our Consolidated Investments (excluding college real estate) was 4.53% and on the Philips account, 4.04%. (The latter being less by reason of the high percentage of common stocks in this account.

The percentages of the various kinds of securities at market value which we held in Consolidated Funds as of June 30, 1967, were, in common stocks 59.67%, in bonds 26.64%, in preferred stocks 4.47%, in college real estate 4.26%, in cash temporarily waiting investment 2.63%, in mortgages 1.10% and in miscellaneous items (perpetual insurance etc.) 1.23%.

CONCLUSION

The constantly rising costs of conducting a first class institution, annual increases in faculty salaries, and the cost of construction to meet the planned expansion of the student body, place a heavy load on the college finances.

We have, however, raised faculty salaries, we have commenced a planned program of renovation of faculty houses, we have spent considerable sums on changing administrative and faculty quarters, and we have paid interest on sums temporarily borrowed for financing the construction program, but we yet have balanced the budget — just. We look forward to a few rough years ahead, yet we also look forward to a renewed spirit and great progress under the leadership of our new President, John Coleman.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Wm Morris Maier". The signature is fluid and cursive, with the first name "Wm" being particularly stylized.

Wm. Morris Maier, Treasurer

CAMPUS VISITORS, 1966-67

COLLECTION VISITORS

RICHARD ALPERT
Expert on Drugs

BALTIMORE STRING QUARTET

HUGH BORTON
College President

HERMAN BUSCH
Celloist

WON KYUNG CHO
Korean Dancer

JAMES FARMER
Former National Director of CORE

ARTHUR FENNIMORE
Pianist

SYLVIA GLICKMAN
Pianist

CHERIF GUELLAL
Algerian Ambassador

DANIEL HOGENAUR, '64
VISTA Member from Tanzania

GERALD L. KLERMAN
Expert on Drugs

FULTON LEWIS, III
Broadcaster

JUAN LOPEZ-MARILLAS
Phi Beta Kappa Visiting Scholar

O. OLAKAMPO
Nigerian Ambassador

TEMPLE PAINTER
Harpsichordist

WILLIAM PYLE PHILIPS FUND

- PHILIP H. ABELSON**
Director, Geophysical Laboratory,
Carnegie Institution
- MICHAEL ARTIN**
Professor of Mathematics,
Massachusetts Institute of Technology
- SHLOMO AVINERI**
Lecturer in Political Theory
Hebrew University of Jerusalem
- TEODORE AYLON**
Director of Clinical Research,
Anna (III.) State Hospital
- H. A. BARKER**
Professor of Biochemistry,
University of California (Berkeley)
- HENRI CARTAN**
Professor of Mathematics, University of Paris
- JAMES EELS, JR.**
Professor of Mathematics, Cornell University
- CHARLES B. FERSTER**
Director, Behavior Research Institute,
Silver Spring, Maryland
- ERVING GOFFMAN**
Professor of Sociology
University of California (Berkeley)
- ISRAEL GOLDIAMOND**
Executive Director, Institute for
Behavioral Research
- CLIFFORD GROBSTEN**
Professor of Biology
University of California (San Diego)
- A. GROTHENDIECK**
Professor of Mathematics, Institut
des Hautes Études Scientifiques,
Bures-sur-Yvette, France
- ROBERT HOFSTADTER**
Professor of Physics, Stanford University
- DAVID HOGNESS**
Professor of Biochemistry,
Stanford University
- GEORGE C. HOMANS**
Professor of Sociology, Harvard University
- JOEL HURSTFIELD**
Astor Professor of History,
University of London
- SHINYA INOUE**
Professor of Biology,
University of Pennsylvania
- JAMES IRVING**
Professor of Sociology, Rhodes
University, Grahamstown, South Africa
- EUGENE P. KENNEDY**
Professor of Biological Chemistry,
Harvard Medical School
- LEO KUPER**
Professor of Sociology
University of California (Los Angeles)
- SANFORD LAKOFF**
Associate Professor of Political Science,
State University of New York
at Stony Brook
- W. ARTHUR LEWIS**
Professor of Economics and International
Affairs, Princeton University
- DIMITRI MIHALAS**
Assistant Professor of Astrophysical
Sciences, Princeton University
- FREDERICK NEIDHARDT**
Professor of Biology, Purdue University
- CONOR CRUISE O'BRIEN**
Albert Schweitzer Professor of Humanities,
New York University
- O. OLAKANPO**
Associate Professor of Economics,
University of Lagos, Nigeria
- GEORGE PAKE**
Provost, Washington University
- EFRAIM RACKER**
Professor of Biochemistry, Cornell University
- SOL SPIEGELMAN**
Professor of Microbiology,
University of Illinois
- J. TITS**
Professor of Mathematics, University of Bonn
- WILLIAM D. WALKER**
Professor of Physics, University of Wisconsin
- JAMES D. WATSON**
Professor of Biology, Harvard University
- FRANK WESTHEIMER**
Professor of Chemistry, Harvard University
- RICHARD L. WOLFGANG**
Professor of Chemistry, Yale University

WILLIAM GIBBONS RHOADS FUND

PAUL BÉNICHOU, Professor of French, Harvard University

MARY FARNUM BROWN FUND

CATHERINE DRINKER BOWEN
Author

KRISTER STENDAHL
Frothingham Professor of New Testament
Studies, Harvard Divinity School

SCHOLARS IN THE HUMANITIES FUND

CHARLES W. HENDEL, Clark Professor of Moral Philosophy, emeritus, Yale University

ACADEMIC STATISTIC 1966-67

FULL-TIME ENROLLMENT

Fall Semester, 1963	474
Spring Semester, 1964	458
Fall Semester, 1964	497
Spring Semester, 1965	491
Fall Semester, 1965	524
Spring Semester, 1966	512
Fall Semester, 1966	555
Spring Semester, 1967	535
Fall Semester, 1967	574
Undergraduate Students	564
Post-Baccalaureate	10

COMPOSITION OF THE STUDENT BODY, FALL SEMESTER, 1967
 Students reside in 39 states, the District of Columbia, Puerto Rico, and 12 foreign countries. Among these are 15 students who are citizens of the following countries: Argentina, Canada (4), Colombia, Ecuador, India, Japan (2), Netherlands, Panama, and the United Kingdom (3). In addition we have one part-time special student who is a citizen of Tibet.

Students who are members of the Society of Friends number 40, or 7% of the student body; and 46, or 8%, of the student body are sons of Alumni.

REGISTRATION IN ACADEMIC COURSES

Department	Registration (Fall & Spring Semesters)								
	Fall 1967	66-67	65-66	64-65	63-64	62-63	61-62	60-61	59-60
Astronomy	58	134	121	117	145	4	136	105	85
Bib. Lit. (Relig.)								92	103
Biology	157	308	299	249	227	226	192	205	219
Chemistry	136	289	240	249	241	256	235	234	289
Classics	63	215	239*	188	331	209	113	141	108
Economics	170*	317*	230*	203	223	233	241	280	255
Engineering	17	41	27	46	34	43	47	58	46
English	358	642	623	656	575	644	611	701	609
French	127	146	142	140	159	230	217	197	162
German	124*	290*	287*	338	284	245	220	268	217
History	187*	427*	532	462	340	337	429	260	300
History of Art	(Bryn Mawr)		37	59	43	39	91	71	65
Mathematics	160	294	288	280	329	303	348	344	345
Music	62	115	112	145	136	142	115	138	95
Philosophy	271	366	220½	388	353	362	340	431	394
Physics	85	168	187½	171	156	159	148	145	197
Political Science	171*	275*	289*	307	230	297	309	285	302

*Our students in Bryn Mawr courses with Haverford number are not included.

Department	Registration (Fall & Spring Semesters)								
	Fall 1967	66-67	65-66	64-65	63-64	62-63	61-62	60-61	59-60
Psychology	132*	246*	225	265	217	205	165	164	160
Religion	128	245	204	164	110	123	94	(Bib. Lit.)	
Russian	39	80*	70*	46	52	43	43	52	72
Sociology	89*	128*	137*	146	157	155	174	210	205
Spanish	51	108*	135	95	103	111	84	78	84

General Courses

Asian Studies						12			
Humanities	81**	119	114	105	137	124	117	105	110
Physical Sciences			29		50		51	41	33
Social Science		28	33	13					

*Our students in Bryn Mawr courses with Haverford number are not included.

**Includes 36 double-credit registrations of 18 students (Humanities 1).

HAVERFORD REGISTRATIONS IN OUTSIDE COURSES — FALL 1967 BRYN MAWR COLLEGE

Anthropology	22
Chemistry	5
Classical Archeology	6
Economics — (Includes 33 students in our #21, 23, 25, & 39)	35
English	6
French	1
Geology	15
German — (Includes 1 student in our #39)	4
Greek	9
History — (Includes 9 students in our #21)	36
History of Art — (Includes 13 students in our #21)	18
Interdepartmental — (our Linguistics #21)	5
Italian	8
Latin	1
Mathematics	3
Music	13
Philosophy	3
Physics	3
Political Science — (Includes 28 in our #23, 33, 34a, 35, 37, 43, 49)	30
Psychology — (Includes 4 in our #27, 29, & 31)	6
Religion	1
Russian	7
Sociology — (our #21 and 33)	24
Spanish	9

270

UNIVERSITY OF PENNSYLVANIA

Anthropology	1	Linguistics	2
Architecture	2	Oriental Studies	1
Engineering	1		
			7

SWARTHMORE COLLEGE

Biology	3
---------	---

OUTSIDE REGISTRATIONS AT HAVERFORD — FALL 1967
BRYN MAWR COLLEGE

Astronomy	1	Mathematics	5
Biology	21	Music	6
Classics	2	Philosophy	19
Economics	23	Physics	1
Engineering	3	Political Science	18
English	19	Psychology	14
French	16	Religion	22
German	22	Russian	7
History	52	Sociology	25
Humanities	7	Spanish	3
		Total	286

SWARTHMORE COLLEGE

Religion	1	Sociology	1
----------------	---	-----------------	---

DEGREES AWARDED MAY 30, 1967 — BY DEPARTMENT

Astronomy	$\frac{1}{2}$	Mathematics	$3\frac{1}{2}$
Biology	6	Music	3
Chemistry	9	Philosophy	7
Classics	4	Physics	8
Economics	7	Political Science	$7\frac{1}{2}$
Engineering	1	Psychology	5
English	16	Religion	4
French	1	Russian	$1\frac{1}{2}$
German	1	Sociology	7
History	24	Spanish	1
Bachelors of Arts			111
Bachelors of Science			6
Total			117

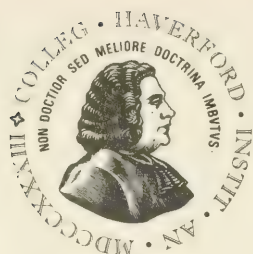
STATED MEETINGS OF THE CORPORATION AND THE MANAGERS

The annual meeting of *The Corporation of Haverford College* is held in Tenth Month at such time and place as the Board of Managers may determine. The stated meetings of the managers will be held on the fourth Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

Additional current, free information about Haverford College may be obtained by writing to *Public Relations Department, Haverford College, Haverford, Pa. 19041*, or by telephoning (215) 649-9600.



Detailed FISCAL REPORT 1966-67



*Haverford
College*

HAVERFORD
COLLEGE
BULLETIN

DETAILED FISCAL REPORT

1966-67

The Corporation of

HAVERFORD COLLEGE

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PRICE WATERHOUSE & CO.

INDEPENDENCE MALL WEST

PHILADELPHIA 19106

November 1, 1967

Board of Managers

The Corporation of Haverford College

We have examined the balance sheet of the Corporation of Haverford College as of June 30, 1967 and the related statements of operations and changes in fund balances and unexpended gifts, grants and income for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. It was impracticable for us to extend our examination of contributions received beyond accounting for amounts so recorded.

The College follows the practice of writing off property and plant additions as their cost is funded. Accordingly, the cost of College property, other than certain residences which are included in endowment fund assets and unfunded construction costs, is not reflected in the accompanying statements.

In our opinion, except that the cost of College property is not fully reflected, as described in the preceding paragraph, the accompanying financial statements present fairly the financial position of the Corporation of Haverford College at June 30, 1967 and the results of its operations and changes in fund balances and unexpended gifts, grants and income for the year in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year, except for the change, which we approve, in recording restricted gifts, grants and income, as described in Note 1 to the financial statements.

Price Waterhouse + Co.

THE CORPORATION OF HAVERFORD COLLEGE

Balance Sheet at June 30, 1967

<u>Assets</u>		<u>Liabilities and Fund Balances</u>	
<u>General fund</u>		<u>General fund</u>	
Cash	\$ 41,292	Liabilities	
Accounts receivable	84,431	Accounts payable	\$ 355,049
Inventories, at cost	36,784	Accrued expenses	149,913
Prepaid expenses and other current assets	48,268	Advance receipts	51,314
Advance to plant fund	210,775		<u>556,276</u>
	921,327	Unexpended gifts, grants and income - Note 1	
		Donations for special purposes	223,327
		Special purpose endowment income	205,771
		Post-Baccalaureate program	81,881
		Faculty and sponsored research	50,151
			<u>561,130</u>
		General fund balance	
		Restricted	193,745
		Income reserve (deficit)	(171,941)
			<u>21,804</u>
			<u>\$ 1,139,210</u>
Unamortized auxiliary enterprise improvements	7,108		
	<u>\$ 1,139,210</u>		
<u>Loan funds - Note 2</u>		<u>Loan funds</u>	
Cash	\$ 1,105	Advance from endowment fund	\$ 187,255
Accrued interest receivable	8,447		
Loans to students	224,572	Loan fund balances - Note 2	46,869
	<u>\$ 234,124</u>		<u>\$ 234,124</u>
<u>Endowment fund</u>		<u>Endowment fund</u>	
Marketable securities, at cost (market value	\$17,763,940	Endowment fund principal	\$19,402,536
\$25,759,260)	198,312		
Mortgages			
College real estate - at cost less amortization	770,153		
of \$180,587	35,683		
Other investments	18,768,088		
Advances to other funds	187,255		
Loan fund	470,393		
Plant fund	657,648		
	<u>\$19,425,736</u>		
<u>Plant fund</u>		<u>Funds functioning as endowment</u>	
Unfunded costs of completed construction	\$ 1,534,668		
Construction in progress net of applicable		<u>Plant fund</u>	
donations of \$1,512,615	790,875	5-1/2% loans due within one year	\$ 250,000
Marketable securities (market value \$147,423)	163,253	3-5/8% mortgage bond	842,500
		Advance from general fund	921,327
		Advance from endowment fund	470,393
			<u>2,484,220</u>
		Donations for future projects	4,576
			<u>\$ 2,488,796</u>
			<u>\$23,287,866</u>

THE CORPORATION OF HAVERFORD COLLEGE

Statement of Operations for the
Year Ended June 30, 1967

	<u>General sources</u>	<u>Restricted sources (Note 1)</u>	<u>Total</u>
<u>Income</u>			
Student fees	\$1,153,496		\$1,153,496
Endowments and trusts	746,464	\$204,628	951,092
Gifts and grants	163,942	499,834	663,776
Auxiliary enterprises	691,666		691,666
Appropriations of fund balances	34,741		34,741
Other	78,779		78,779
	<u>2,869,088</u>	<u>704,462</u>	<u>3,573,550</u>
<u>Expenses</u>			
Educational and general			
Administration	285,502		285,502
Student services	155,208		155,208
Staff benefits	231,396	1,418	232,814
General institutional	172,480	36,470	208,950
Instruction	836,633	23,667	860,300
Libraries	149,409	64,199	213,608
Maintenance and operations	290,007	15,600	305,607
Sponsored research	5,000	210,324	215,324
Computer center	18,755		18,755
	<u>2,144,390</u>	<u>351,678</u>	<u>2,496,068</u>
Auxiliary enterprises	672,760		672,760
Student aid	50,879	352,784	403,663
	<u>2,868,029</u>	<u>704,462</u>	<u>3,572,491</u>
Net increase in general fund balance resulting from operations - Note 1	<u>\$ 1,059</u>	<u>\$ -</u>	<u>\$ 1,059</u>

Statement of Changes in Fund Balances and Unexpended
Gifts, Grants and Income
For the Year Ended June 30, 1967

	General fund							
	<u>Restricted fund balance</u>	<u>Income reserve (deficit)</u>	<u>Donations for special purposes</u>	<u>Special purpose endowment income</u>	<u>Post-baccalaureate program</u>	<u>Faculty and sponsored research</u>	<u>Loan fund balance</u>	<u>Endowment fund balance</u>
Balance - July 1, 1966	\$243,631	\$(173,000)	\$119,626	\$141,220	\$ (3,277)	\$ 29,835	\$49,776	\$16,587,447
Net increase in general fund balance resulting from operations		1,059						
Income from restricted endowments - Note 1				301,956				
Restricted gifts, grants and income received - Note 1			268,463		212,405	228,489		
Donations for additions to endowment funds								
Realized gains on investments, net								1,746,434
Transfer of endowment income to principal				(12,191)				1,063,967
Life interest payments				(22,233)				12,191
Special purpose funds liquidated								(7,503)
Restricted gifts, grants and endowment income expended in current year - Note 1			(164,762)	(204,628)	(127,247)	(207,825)	(5,931) 3,024	
Interest on interfund advances								
Interest income on outstanding loans								
Charges to general restricted fund balance	(15,145)							
Restricted fund balance appropriated for current operations	(34,741)							
Miscellaneous other changes				1,647		(348)		
Balance - June 30, 1967	\$193,745	\$(171,941)	\$223,327	\$205,771	\$ 81,881	\$ 50,151	\$46,869	\$19,402,536

THE CORPORATION OF HAVERFORD COLLEGE

Notes to Financial Statements

June 30, 1967

Note 1 - Unexpended gifts, grants and income

Effective July 1, 1966, the College changed its method of recording income related to restricted gifts, grants and income from showing all receipts therefor as income in the statement of operations to showing receipts only to the extent of expenses during the current year. Receipts in excess of current year's expenses are added to unexpended gifts, grants and income.

This change, which had the effect of reducing income from operations as previously computed by \$284,618, is to a reporting method generally acceptable for colleges and more adequately reflects the results of operations.

Note 2 - Loan funds

Loan funds comprise the Class of 1934 Revolving Loan Fund, established in 1959 by gifts from the Class of 1934 (100% participation) in the amount of \$10,784, and the Haverford College Loan fund established in 1926. At June 30, 1967, pertinent information as to each fund is as follows:

	<u>Class of</u> <u>1934</u>	<u>1926</u> <u>fund</u>	<u>Total</u>
Student loans outstanding	\$47,056	\$177,516	\$224,572
Advance from endowment fund	\$38,420	\$148,835	\$187,255
Fund balance	\$ 9,169	\$ 37,700	\$ 46,869

The student loans outstanding bear interest at varying rates and are payable ten years after the student completes his formal education. Of the total loans outstanding at June 30, 1967, balances aggregating \$15,842 are currently payable.

STATEMENT OF INCOME

30 June 1967

	UNRESTRICTED	RESTRICTED	TOTAL
I. Educational and General			
A. Student Fees			
Tuition			
Cash	\$ 825,090.12	\$	\$ 825,090.12
Scholarship & General Funds	103,661.21		103,661.21
Wm. Maul Measey Trust	49,850.85		49,850.85
Donations	94,122.82		94,122.82
	1,072,725.00		1,072,725.00
Unit Fee	69,078.34		69,078.34
Other Fees	11,693.00		11,693.00
Total Student Fees	1,153,496.34		1,153,496.34
B. Endowment Income			
From Unrestricted Funds	707,038.39		707,038.39
Other Funds	2,000.00		2,000.00
From Restricted Funds			
Library		22,344.48	22,344.48
Special		110,634.68	110,634.68
Stock Dividends	39,426.24		39,426.24
Total Endowment Income	748,464.63	132,979.16	881,443.79
C. Gifts and Grants			
Alumni	161,941.89		161,941.89
Business Corporations			
Foundations		39,930.00	39,930.00
Other			
Donations		124,832.14	124,832.14
Sponsored Research		207,824.47	207,824.47
Total Gifts and Grants	161,941.89	372,586.61	534,528.50
D. Organized Activity			
Computer Center	13,330.20		13,330.20
E. Other Sources			
Rental of Facilities and Miscellaneous	65,447.28		65,447.28
Other	34,741.40		34,741.40
	100,188.68		100,188.68
Total Educational and General	\$2,177,421.74	\$505,565.77	\$2,682,987.51
II. Auxiliary Enterprises			
Athletics	\$ 572.05	\$	\$ 572.05
Dormitories and Dining Room	492,011.81		492,011.81
Faculty Housing	79,890.06		79,890.06
Bookstore	116,479.10		116,479.10
Infirmary	1,629.41		1,629.41
Coop	1,083.66		1,083.66
Total Auxiliary Enterprises	\$ 691,666.09	\$	\$ 691,666.09
III. Student Aid			
Scholarships and Fellowships	\$	\$ 70,407.50	\$ 70,407.50
Prizes		1,241.25	1,241.25
Post Baccalaureate Program		127,247.49	127,247.49
Total Student Aid	\$	\$198,896.24	\$ 198,896.24
Total Income	\$2,869,087.83	\$704,462.01	\$3,573,549.84

STATEMENT OF EXPENDITURES

30 June 1967

	UNRESTRICTED	RESTRICTED	TOTAL
1. <u>Educational & General Administration</u>			
A-1 <u>Administration</u>			
President's Office	\$ 32,815.67	\$	\$ 32,815.67
Provost's Office	36,944.54		36,944.54
Ad Hoc Committee	8,524.02		8,524.02
A-2 <u>Financial</u>			
Treasurer's Office	19,816.41		19,816.41
Development Office	102,283.73		102,283.73
Comptroller's Office	85,117.50		85,117.50
<u>Total Administration</u>	<u>\$ 285,501.87</u>	<u>\$</u>	<u>\$ 285,501.87</u>
B <u>General Expenses</u>			
B-1 <u>Student Services</u>			
Admissions	49,629.28		49,629.28
Registrar	15,102.37		15,102.37
Dean of College	6,988.92		6,988.92
Dean of Students	18,899.28		18,899.28
Buildings & Grounds	19,847.63		19,847.63
Guidance Counsellor	9,285.76		9,285.76
Student Activities	35,455.09		35,455.09
<u>Total Student Services</u>	<u>\$ 155,208.33</u>	<u>\$</u>	<u>\$ 155,208.33</u>
B-2 <u>Staff Benefits</u>			
<u>Faculty</u>			
TIAA	89,436.80		89,436.80
Social Security	30,303.86		30,303.86
Medical Plan	10,873.82		10,873.82
Old Style Pensions	16,000.00		16,000.00
Disability Insurance	2,599.15		2,599.15
Tuition Grants	2,558.32		2,558.32
<u>Non-Faculty</u>			
TIAA	37,887.75		37,887.75
Social Security	21,236.97		21,236.97
Tuition Grants	2,348.33		2,348.33
Pensions	17,555.02		17,555.02
Disability Insurance	595.68		595.68
<u>Total Staff Benefits</u>	<u>\$ 231,395.70</u>	<u>\$</u>	<u>\$ 231,395.70</u>
B-3 <u>General Institutional Expenses</u>			
Alumni Association	8,093.00		8,093.00
Alumni Office	25,037.65		25,037.65
Publicity Office	38,072.42		38,072.42
Commencement	3,471.22		3,471.22
Printing	11,845.69		11,845.69
Public Relations	11,042.96		11,042.96
Mail and Switchboard Service	19,786.53		19,786.53
Insurance (General)	4,451.99		4,451.99
Travel	305.44		305.44
Speakers	2,261.99	32,763.87	35,025.86
Entertainment	6,685.59		6,685.59
Addressograph Room	3,868.15		3,868.15
Other Expenses		3,706.14	3,706.14
Interest on borrowed funds	32,557.14		32,557.14
Amortization of unfunded Dormitory Costs	5,000.00		5,000.00
<u>Total General Institutional Expenses</u>	<u>172,479.77</u>	<u>36,470.01</u>	<u>208,949.78</u>
<u>Total General Expenses</u>	<u>\$ 559,083.80</u>	<u>\$ 36,470.01</u>	<u>\$ 595,553.81</u>

<u>C. Instruction</u>			
Salaries	\$768,486.31	\$ 10,818.40	\$779,304.71
Supplies and Services	31,456.67	14,266.89	45,723.56
Faculty Secretaries	29,133.26		29,133.26
Telephone & Telegraph	7,557.36		7,557.36
<u>Total Instruction</u>	<u>\$836,633.40</u>	<u>\$ 25,085.29</u>	<u>\$861,718.89</u>
<u>D. Organized Activity</u>			
Computer Center	\$ 18,606.04	\$	\$ 18,606.04
Language Laboratory	148.67		148.67
<u>Total Organized Activity</u>	<u>\$ 18,754.71</u>	<u>\$</u>	<u>\$ 18,754.71</u>
<u>E. Sponsored Research</u>			
General	\$	\$ 17,915.74	\$ 17,915.74
Biology		96,684.11	96,684.11
Chemistry		24,899.09	24,899.09
Astronomy		26,580.16	26,580.16
Psychology		13,015.63	13,015.63
Physics		25,939.40	25,939.40
Mathematics		2,790.34	2,790.34
Faculty Research	5,000.00	2,500.00	7,500.00
<u>Total Sponsored Research</u>	<u>\$ 5,000.00</u>	<u>\$210,324.47</u>	<u>\$215,324.47</u>
<u>F. Libraries</u>			
Salaries	\$131,266.89	\$ 3,646.46	\$134,913.35
Operating Expenses	9,722.41	952.19	10,674.60
Books Binding and Periodicals	8,420.14	59,600.00	68,020.14
<u>Total Libraries</u>	<u>\$149,409.44</u>	<u>\$ 64,198.65</u>	<u>\$213,608.09</u>
<u>G. Maintenance and Operation</u>			
<u>G-1 Plant</u>			
Supervision	\$ 23,503.97	\$	\$ 23,503.97
Janitorial Services	44,007.42		44,007.42
Repairs to Buildings	37,542.90	15,599.84	53,142.74
Equipment	5,395.52		5,395.52
Water Heat Light Power	79,916.34		79,916.34
Grounds	49,146.52		49,146.52
Watchmen	26,239.34		26,239.34
<u>Total Plant</u>	<u>\$265,752.01</u>	<u>\$ 15,599.84</u>	<u>\$281,351.85</u>
<u>G-2 General</u>			
Property Insurance	9,954.86		9,954.86
Auto Service	3,866.26		3,866.36
Social Security	10,433.33		10,433.33
<u>Total General</u>	<u>\$ 24,254.55</u>		<u>\$ 24,254.55</u>
<u>Total Maintenance and Operations</u>	<u>\$ 290,006.56</u>	<u>\$ 15,599.84</u>	<u>\$ 305,606.40</u>
<u>Total Educational & General Administration</u>	<u>\$2,144,389.98</u>	<u>\$351,678.26</u>	<u>\$2,496,068.24</u>
<u>II. Auxiliary Enterprises</u>			
Athletics	\$ 43,524.69	\$	\$ 43,524.69
Dormitories	121,154.77		121,154.77
Dining Room	293,464.34		293,464.34
Faculty Housing	68,716.79		68,716.79
Infirmary	33,719.26		33,719.26
Bookstore	111,486.38		111,486.38
Coop	693.77		693.77
<u>Total Auxiliary Enterprises</u>	<u>\$ 672,760.00</u>	<u>\$</u>	<u>\$ 672,760.00</u>
<u>III. Student Aid</u>			
Scholarships & Fellowships	\$ 32,246.01	\$215,388.87	\$ 247,634.88
Employment	18,632.83	9,172.39	27,805.22
Prizes		975.00	975.00
Post Baccalaureate Program		127,247.49	127,247.49
<u>Total Student Aid</u>	<u>\$ 50,878.84</u>	<u>\$352,783.75</u>	<u>\$ 403,662.59</u>
<u>Total Expenditures</u>	<u>\$2,868,028.82</u>	<u>\$704,462.01</u>	<u>\$3,572,490.83</u>

REPORT ON CONSOLIDATED FUNDS

PRINCIPAL			FUNDS FOR GENERAL PURPOSES				INCOME			
Book Value 7/1/66	Increase (Decrease)	Book Value 6/30/67		Balance 7/1/66	Net Income	Expended	Special	Credit Balance 6/30/67	Special Income Summary	
\$ 118,094.55	\$ 2,500.00	\$ 120,594.55	General Endowment Fund	\$ 153.24	\$ 10,337.21	\$ 10,178.25	\$ 153.24 (5)	\$ 159.16		
10,640.09		10,640.09	John M. Whittall Fund		991.60	991.60				
44,806.59		44,806.59	David Scull Fund		3,082.10	3,082.10				
11,364.35		11,364.35	Edward L. Scull Fund		1,200.30	1,200.30				
5,144.24		5,144.24	Wistar Morris Memorial Fund		622.55	622.55				
10,781.94		10,781.94	Israel Franklin Whittall Fund		1,015.18	1,015.18				
1,301,375.34		1,301,375.34	Jacob P. Jones Endowment Fund		123,815.92	123,815.92				
275,899.76		275,899.76	John Farnum Brown Fund		23,925.74	23,925.74				
21,493.67		21,493.67	Clementine Cope Endowment Fund		1,050.55	1,050.55				
42,394.72		42,394.72	Joseph E. Gillingham Fund		4,886.08	4,886.08				
9,160.24		9,160.24	Elizabeth H. Farnum Fund		1,080.03	1,080.03				
45,035.96		45,035.96	James R. Magee Fund		3,909.81	3,909.81				
1,500.00		1,500.00	Albert K. Smiley Fund		183.94	183.94				
35,515.48		35,515.48	Hinchman Astronomical Fund		4,117.32	4,117.32				
174,560.31		174,560.31	Walter D. & Edith M. L. Scull Fund		20,305.99	20,305.99				
26,771.00		26,771.00	Albin Garrett Memorial Fund		3,830.81	3,830.81				
24,381.59		24,381.59	Arnold Chase Scattergood Memorial Fund		1,715.55	1,715.55				
125,569.51		125,569.51	Francis B. Gummere Memorial Fund		13,193.82	13,193.82				
218,728.43		218,728.43	Isaac Sharpless Memorial Fund		21,427.29	21,427.29				
126,076.83		126,076.83	General Education Board Fund		14,068.69	14,068.69				
102,067.43		102,067.43	William Penn Foundation		10,757.86	10,757.86				
14,125.79		14,125.79	Walter Carroll Brinton Memorial Fund		1,654.24	1,654.24				
25,128.94	16,800.00	41,928.94	Corporation Fund		2,234.33	2,234.33				
10,000.00		10,000.00	Elizabeth J. Shortridge Fund		91.96	91.96				
5,527.31		5,527.31	Howard Comfort Memorial Fund		492.24	492.24				
67,520.19		67,520.19	Ellen W. Longstreth Fund		8,107.30	8,107.30				
5,150.00		5,150.00	Albert L. Baily Fund		595.43	595.43				
4,950.00		4,950.00	Elizabeth B. Wistar Warner Fund		545.91	545.91				
280,764.31		280,764.31	T. Allen Hilles Bequest		26,378.21	26,378.21				

7,000.00	Leonard L. Greif, Jr. & Roger L. Greif Fund	7,000.00	656.74	656.74
2,500.00	Edward M. Wistar Fund	2,500.00	312.45	312.45
1,429,792.09	Morris E. Leeds Fund	1,429,792.09	103,249.03	103,249.03
12,000.00	J. Henry Scattergood Fund	12,000.00	979.81	979.81
103,993.26	Parker S. Williams Fund	103,993.26	10,452.48	10,452.48
6,581.02	Gilbert C. Fry Fund	6,581.02	504.64	504.64
2,500.00	Daniel B. Boyer Fund	2,500.00	251.14	251.14
10,000.00	Marriott C. Morris Fund	10,000.00	1,017.54	1,017.54
198,578.17	1949 Campaign Salary Fund	198,578.17	15,654.55	14,089.08
392,602.14	Rufus M. Jones Fd. for Adv. of Teaching	392,602.14	31,247.78	28,123.00
36,178.02	William B. Bell Fund	36,178.02	2,711.87	2,711.87
25,068.15	Dr. Thomas Wistar Fund	25,068.15	2,004.42	2,004.42
37,187.20	Charles McCaul Fund	37,187.20	545.77	3,450.00 (2)
5,000.00	Isaac & Lydia Cupe Sharpless Fund	5,000.00	413.85	413.85
4,500.00	Class of 1937 Fund	4,500.00	271.19	271.19
129,104.50	J. Horace Cook Fund	129,845.43	19,246.65	740.90 (1) -
345,000.00	The Ford Foundation Endowment Fund	345,000.00	20,287.12	16,450.00 (2)
75,801.94	The Ford Foundation Accomplishment Fund	75,801.94	4,462.79	4,462.79
12,426.18	Thomas Harvey Haines & Helen Hague Haines Fd.	12,426.18	741.64	741.64
10,000.00	Emily Bishop Harvey Fund	10,000.00	576.57	576.57
8,932.50	Class of 1933-25th Anniversary Fund	8,932.50	491.67	491.67
35,828.17	John E. Hume Fund	35,825.17	1,814.59	1,814.59
10,000.00	Frederic H. Strawbridge Fund	10,000.00	507.00	507.00
185,110.15	The William H. Collins Fund	185,110.15	9,484.46	9,484.46
25,000.00	Mary Frances Nunns Fund	25,000.00	1,284.01	1,150.00 (2)
78,342.56	Eli Nichols Fund	78,342.56	3,615.04	59.96
25,000.00	William Gibbons Rhoads Fund	25,000.00	913.38	3,615.04
5,904.81	Class of 1911-50th Anniversary Fund	5,904.81	258.22	994.69 (3)
7,275.67	Class of 1935-25th Anniversary Fund	7,275.67	318.35	1,081.82 \$ 5,431.18 (1)
25,083.31	Class of 1937-25th Anniversary Fund	25,083.31	1,080.03	21,850.00 (2)
25,148.45	Allen C. Thomas Fund	25,148.45	1,023.44	994.69 (3)
21,147.97	Charles E. Gause Fund	21,147.97	860.72	153.24(10)
\$6,447,114.13	\$24,731.18 \$6,471,846.01	\$6,447,114.13	\$526,017.68	\$27,629.11
				\$ 1,369.48

REPORT ON CONSOLIDATED FUNDS --- CONTINUED

PRINCIPAL

Book Value
7/1/66

Increase
(Decrease)

Book Value
6/30/67

\$ 407,053.40 \$ 3,469.66 \$ 410,523.06

Moses Brown Fund

FUNDS FOR WISTAR BROWN GRADUATE SCHOOL

FUNDS FOR MORRIS INFIRMARY

Infirmary Endowment Fund

John W. Pinkham Fund

\$ 9,653.44 \$ 5,059.50 \$ 14,712.94

FUNDS FOR HAVERFORD UNION

Haverford Union Fund

\$ 1,878.82 \$ 1,878.82

FUNDS FOR SCHOLARSHIPS

Thomas P. Cope Fund

Edward Yarnall Fund

Isaiah V. Williamson Fund

Richard T. Jones Scholarship Fund

Mary M. Johnson Scholarship Fund

Sarah Marshall Scholarship Fund

Clementine Cope Fellowship Fund

Isaac Thorne Johnson Scholarship Fd.

Caspar Wistar Memorial Scholarship Fd.

J. Kennedy Moorhouse Scholarship Fund

Louis Jaquette Palmer Scholarship Fund

Paul W. Newhall Mem'l. Scholarship Fund

Robert Martin Zuckert Mem'l. Sch. Fund

Samuel E. Hilles Scholarship Fund

Class of 1913 Scholarship Fund

Class of 1917 Scholarship Fund

Daniel B. Smith Fund

Sarah Tatam Hilles Mem'l. Sch. Fund

Elthu Grant Memorial Scholarship Fund

Christian Febiger Mem'l. Scholarship Fund

Joseph L. Markley Mem'l. Scholarship Fund

Joseph C. & Anne N. Birdsall Sch. Fund

Daniel E. Davis, Jr. Mem'l. Sch. Fund

Jonathan E. Steere Scholarship Fund

William Gramma Tyler Mem'l. Sch. Fund

\$ 5,257.82 \$ 6,069.23 \$ 19,817.40

\$ 5,056.25 \$ 7,013.61 \$ 7,919.76

\$ 22,845.86 \$ 10,234.13 \$ 11,662.39

\$ 5,155.85 \$ 18,181.13 \$ 5,045.60

\$ 22,250.00 \$ 5,017.31 \$ 3,000.00

\$ 11,200.00 \$ 10,000.00 \$ 75,534.58

\$ 41,375.01 \$ 17,050.00 \$ 5,000.00

\$ 3,000.00 \$ 3,000.00 \$ 20,000.00

\$ 15,000.00

INCOME

Special
Income
Summary

Balance
7/1/66

Net
Income

Expended

Special

Credit
Income
6/30/67

\$ 34,896.57 \$ 31,226.91 \$ 3,469.66 (1)

\$ 1,084.75 \$ 1,084.75

590.72 590.72

\$ 1,675.47 \$ 1,675.47

\$ 127.34 \$ 127.34

\$ 127.34 \$ 127.34

\$ 18.72 \$ 603.69 \$ 600.00 (2) \$ 22.41

- 34.47 580.10 550.00 (2) - 4.37

- 18.63 1,399.56 1,380.00 (2) .93

5.85 637.88 625.00 (3) 18.73

2.93 669.71 650.00 (2) 22.64

40.69 835.96 850.00 (3) 26.65

1,968.64 1,806.34 900.20 (2) 2,874.78

- 6.00 556.52 25.43 (1) -0-

- 136.46 890.20 515.00 (2) 28.74

46.12 623.73 650.00 (2) 19.85

133.49 1,452.93 1,500.00 (2) 86.42

33.44 491.67 500.00 (2) 25.11

1,324.85 2,563.30 3,800.00 (2) 88.16

79.32 423.29 500.00 (2) 2.61

- 17.12 353.72 325.00 (2) 11.60

- 21.49 1,049.37 1,000.00 (2) 27.88

- 53.27 877.23 800.00 (2) 23.96

- 701.00 8,905.53 9,035.00 (2) - 830.47

- 274.15 4,185.71 3,417.50 (2) 494.08

- 75.38 1,864.11 1,800.00 (2) 11.27

- 15.98 589.53 550.00 (2) 23.55

- 116.03 2,554.75 2,500.00 (2) 338.72

- 12.15 300.66 27.00 (2) 13.51

- 345.07 1,433.75 1,100.00 (2) - 11.32

-1,015.20 1,493.10 350.00 (2) 37.90

4,300.00	500.00	4,800.00	1890 Memorial Scholarship Fund	77.53	310.10	400.00 (2)	-	3.37
51,803.91	408.78	52,212.69	1949 Campaign Scholarship Fund	-	991.69	408.78 (1)	-	420.63
16,924.66	133.62	17,058.28	Max L. Unlter Scholarship Fund	-0-	1,233.41	133.62 (1)	-	99.69
25,000.00		25,000.00	A. Clement Wild Scholarship Fund	-	.85	1,000.00 (2)	-	126.71
6,245.11		6,245.11	Caroline Chase Scholarship Fund	-	71.92	400.00 (2)	-	26.83
5,000.00		5,000.00	Roy Thurlby Griffith Memorial Fund	-	40.11	350.00 (2)	-	23.74
10,000.00		10,000.00	Class of 1904 Scholarship Fund	-	267.17	350.00 (2)	-	17.02
10,000.00		10,000.00	Inazo Nitobe Scholarship Fund	-	600.15	1,050.00 (2)	-	152.92
11,000.00	1,000.00	12,000.00	Summerfield Foundation Scholarship Fund	-	624.00	500.00 (2)	-	17.88
12,575.00		12,575.00	W. LaCoste Neilson Scholarship Fund	-	26.45	700.00	-	5.01
2,000.00		2,000.00	Rufus Matthew Jones Scholarship Fund	-	36.63		-	287.63
12,800.00		12,800.00	Clinton P. Knight, Jr. New England S/F	-	51.02	650.00 (2)	-	28.29
10,000.00		10,000.00	The F of X Scholarship Fund	-	249.10	250.00 (2)	-	18.51
24,125.00	1,050.00	25,175.00	M. A. Ajzenberg Scholarship Fund	-	142.22	1,150.00 (2)	-	3.21
7,257.00		7,257.00	Class of 1912 Scholarship Fund	-	166.17	150.00 (2)	-	2.54
16,369.19		16,369.19	Class of 1936 Scholarship Fund	-	605.85	100.00 (2)	-	7.49
6,217.13		6,217.13	Archibald MacIntosh Scholarship Fund	-	480.27	125.00 (2)	-	199.65 \$
5,000.00	2,500.00	7,500.00	Reader's Digest Foundation Sch. Fund	-	100.00	197.37	8,723.10 (2)	
-0-	228,437.50	228,437.50	The Jose Padin Puerto Rican Sch. Fund	-0-	8,214.50	2,600.00 (2)	-	5,614.50
\$ 619,302.93	\$245,415.33	\$ 864,718.26		\$- 51.64	\$ 60,293.10	\$50,950.53		\$ 9,290.93

FUNDS FOR THE LIBRARY

\$ 27,435.06	\$	27,435.06	Alumni Library Fund	\$ 1,832.28	\$ 1,832.28	1,159.93 (1)	-	
69,040.39	1,159.93	70,200.32	Mary Farnum Brown Library Fund	- 58.58	6,130.00	470.07 (3)	-0-	
5,000.00		5,000.00	William H. Jenks Library Fund	56.33	109.65	4,441.42 (4)	-	69.32
20,306.74		20,306.74	Mary Wistar Brown Williams Library Fd.	1,902.32	1,973.77	96.66 (4)	-	3,876.09
173,078.14		173,078.14	Anna Yarnall Fund		19,685.80	4,952.29 (4)	-0-	
635.47		635.47	F. B. Gummere Library Fund	69.59	70.75	38.35 (4)	-	101.99
1,002.34		1,002.34	Edmund Morris Fergusson, Jr. Mem'l. Fund	56.52	117.91	41.08 (4)	-	133.35
6,550.00		6,550.00	Class of 1888 Library Fund	823.40	772.29	1,504.67 (4)	-	91.02
1,253.52		1,253.52	Class of 1918 Library Fund	122.23	147.38	164.90 (4)	-	104.71
600.00		600.00	Quakeriana Fund	268.73	275.75	265.02 (4)	-	279.46
1,500.00		1,500.00	Mohonk Fd. for Rufus M. Jones Coll. Myst.	81.67	152.10	171.11 (4)	-	62.66
5,000.00		5,000.00	Rufus M. Jones Book Fund	4,527.32	508.18	504.00 (4)	-	4,531.61

REPORT ON CONSOLIDATED FUNDS --- CONTINUED

PRINCIPAL

Book Value 7/1/66	Increase (Decrease)	Book Value 6/30/67	Balance 7/1/66	Net Income	Expended	Special	Credit Balance 6/30/67	Special Income Summary
38,435.55	305.03	38,740.58	1,937.29	3,050.26		305.03 (1)	819.92	
2,336.47		2,336.47	139.50	113.19		3,862.60 (4)	252.69	
1,000.00	100.00	1,100.00	124.11	49.61		16.80 (4)	156.92	
13,640.98		13,640.98	1,160.63	607.22		990.78 (4)	777.07	1,464.96 (1)
70,600.00		70,600.00	892.25	2,943.92		3,359.88 (4)	476.49	470.07 (3)
997.50	365.00	1,362.50	19.95	47.34			87.29	20,409.45 (4)
\$ 438,412.14	\$ 1,929.96	\$ 440,342.10	\$12,223.45	\$38,487.40	\$16,565.79	\$22,344.48	\$11,800.59	

FUNDS FOR OLD STYLE PENSIONS

\$ 41,237.08	\$	41,237.08	\$	4,485.19	\$	4,485.19		
36,758.66		36,758.66		4,376.72		4,376.72		
68,113.78		68,113.78		5,810.47		5,810.47		
3,272.24		3,272.24		367.87		367.87		
80,692.77	(-2,974.38)	77,718.39		8,536.49		8,536.49		
\$ 230,074.53	\$ -2,974.38	\$ 227,100.15	\$	23,576.74	\$	23,576.74		

FUNDS FOR SPECIAL PURPOSES

\$ 5,248.00	\$	5,248.00	\$	1,140.50	\$	617.83	\$	1,758.33
1,126.75		1,126.75		-3,037.00		28.30		127.18 (4) - 502.83
4,197.87		4,197.87		1,482.75		364.33		100.00 (5)
9,227.07		9,227.07		4,022.13		745.17		225.00 (5)
2,296.88		2,296.88		1,668.28		282.98		1,622.08
1,727.00		1,727.00		1,930.36		403.98		4,787.30
2,546.88		2,546.88		404.23		318.35		95.00 (5)
5,120.30		5,120.30		611.54		603.69		264.07 (4)
6,690.20	468.79	7,148.99		7,148.99		518.79		358.51
2,155.00		2,155.00		1,703.42		460.58		1,215.23
1,397.75		1,397.75		575.29		575.29		468.79 (1)
2,400.00		2,400.00		229.92		229.92		50.00 (5)
14,362.75		14,362.75		167.43		1,221.52		1,863.00
2,000.00		2,000.00		2,257.36		235.82		50.00 (5)
1,000.00		1,000.00		117.91		117.91		20.00 (5)
3,839.54		3,839.54		734.66		451.59		-0-
7,602.24	500.00	8,102.24		388.58		681.64		23.00 (7)
2,352.66	145.73	2,498.39		- 388.58		195.73		500.00 (8)
								145.73 (1)
								50.00 (5)

2,491.50	William T. Elkinton Fund	2,491.50	293.59	1,902.31	2,195.90
7,000.00	Tilney Memorial Fund	7,000.00	752.25	1,161.46	458.45 (7)
142.90	Class of 1902 Latin Prize Fund	142.90	16.51	63.26	440.45 (9)
6,315.00	Class of 1898 Gift	6,315.00	629.63	2,247.78	10.00 (5)
1,006.50	Edmund J. Lee Memorial Award Fund	1,006.50	100.22	433.96	2,877.41
1,502.55	David R. Bowen Premedical Fund	1,502.55	527.58	190.73	534.18
15,043.62	Jonathan & Rachel Cope Evans Fund	15,043.62	1,174.36	587.18	23.00 (7)
1,457.44	Edward Hawkins Memorial Fund	1,457.44	35.32	120.27	695.31
500.00	William W. Baker Prize Fund	500.00	119.66	35.37	2,629.35
300.00	John G. Wallace Award Fund	300.00	14.18	14.15	155.59
4,000.00	Christian Religion & Thought Fund	4,000.00	229.92	460.42	25.00 (5)
2,784.38	The Kurzman Prize Fund	2,784.38	58.03	141.49	35.90 (5)
38,900.00	The Scholars in the Humanities Fund	38,900.00	2,642.45	4,055.76	326.40 (9)
40,800.00	Fund for the Development of the Natural Beauty of the Haverford Campus	40,800.00	1,205.85	2,126.73	125.00 (5)
2,413.00	The Class of 1964 Faculty Salary Fund	2,413.00	180.45	167.64	74.52 \$
5,005.00	Henry S. Drunker Music Fund	5,005.00	330.55	203.98	1,518.19 (9)
10,800.00	Electronics Research Fund	10,800.00	333.33	2,020.96	1,035.90 (5)
	Old Dominion Foundation Fellowship in the Humanities Fund				2,101.17
					1,000.00 (6)
					348.09
					534.53
					500.00 (8)
					2,354.29
					2,285.04 (9)
					1,231.41(10)
<hr/>					
\$ 212,942.78	\$183,436.30	\$ 396,379.08	3,333.34	3,333.34	1,231.41(10)
<hr/>					
REPORT ON NON-CONSOLIDATED FUNDS					
321,300.00	Anonymous Trust	321,300.00	15,921.28	-1,472.00	16,092.00(10)
31,523.45	John Farnum Memorial Fund	31,523.45	1,745.50	1,745.50	70.20(11)
-0-	Nathan Branson Hill Trust	-0-	209.09	209.09	-1,712.92
-0-	W. Percy Simpson Trust	-0-	2,865.43	2,865.43	
-0-	Henry C. Brown Trust	-0-	91.84	91.84	
30,603.32	Philip B. & Louise S. Deane Fund	30,603.32	198.37	863.60	1,061.97(10)
31,190.23	Augustus Taber Murray Research Sch. Fund	31,190.23	900.00	1,557.60	642.46 (1)
85,868.27	Walter R. Farries Scholarship Fund	85,868.27	166.68	3,608.75	900.00 (2)
3,771,244.80	Wm. Pyle Phillips Fund) General	3,771,244.80	95,539.45	95,539.45	15,141(11)
) Special				3,608.64(10)
-0-	T. Kite Sharpless Fund	-0-	94,737.27	95,539.45	21,050.21 (4)
					5,201.70 (7)
					28,037.74 (9)
<hr/>					
\$4,271,830.07	\$1,751,431.87	\$6,023,261.94	\$94,530.32	\$217,942.00	\$100,451.31
					\$76,680.96
					\$135,340.95

SUMMARY OF CONSOLIDATED AND NON-CONSOLIDATED FUNDS

	Book Value 7/1/66	Increase	Decrease	Book Value 6/30/67	Net Income
Funds for General Purposes	\$ 6,447,114.83	\$ 24,731.18		\$ 6,471,846.02	\$555,616.46
Funds for T. Wistar Brown Graduate School	407,053.40	3,469.66		410,523.06	34,646.37
Funds for Morris Infirmary	14,712.94			14,712.94	1,675.47
Funds for Haverford Union	1,878.82			1,878.82	127.34
Funds for Scholarships	619,302.93	245,415.33		864,718.26	60,294.10
Funds for Library	438,412.14	1,929.96		440,342.10	33,487.40
Funds for Old Style Pensions	230,074.53		\$2,974.38	227,100.15	23,576.74
Funds for Special Purposes	212,942.78	183,436.30		396,379.08	23,031.68
Gains	3,944,124.33	612,177.53	4,528.29	4,551,773.57	
Total Consolidated Funds	\$12,315,616.70	\$1,071,159.96	\$7,502.67	\$13,379,273.99	\$737,504.76
Total Non-Consolidated Funds	4,271,830.07	1,751,431.87		6,023,261.94	217,942.00
TOTAL FUNDS	\$16,587,446.77	\$2,822,591.83	\$7,502.67	\$19,402,535.93	\$955,446.76

The Book Value increased \$2,822,591.83 as follows:

Donations for additions to funds
Income transferred to principal
Net gains on securities sold or called:
Consolidated Investments
Wm. Pyle Philips Investments.

\$1,746,434.28
12,190.61
612,177.53
451,789.41
\$2,822,591.83

Net increases in Consolidated and Non-Consolidated Funds

Note: Key to Figures

- 1 Income to principal
- 2 Scholarships
- 3 Lectures
- 4 Books & Library
- 5 Prizes
- 6 Plans & Services
- 7 Miscellaneous
- 8 Serendipity Camp
- 9 Visitors
- 10 Life Interest
- 11 Interest on Securities

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1967

<u>BONDS</u>	<u>CONSOLIDATED ACCOUNT</u>			<u>NON-CONSOLIDATED ACCOUNT</u>		
	<u>BOOK VALUE</u>	<u>TOTAL</u>	<u>MARKET VALUE</u>	<u>BOOK VALUE</u>	<u>TOTAL</u>	<u>MARKET VALUE</u>
Municipal	-0-		\$ -0-	\$ 85,791.45		\$ 79,429
U.S. Government	\$ 651,050.00		637,830	-0-		-0-
Industrial	965,223.47		910,607	439,134.19		425,255
Public Utility	919,848.10		816,362	118,664.74		107,393
Transportation	143,363.75		142,300	246,096.71		257,450
Foreign	1,333,751.75		1,226,667	326,420.00		295,690
Financial	1,179,800.50	\$5,193,043.57	1,079,653	217,220.75	\$1,433,327.84	185,518
						\$1,350,735
<u>PREFERRED STOCK</u>						
Industrial	649,480.68		669,178	221,676.69		264,225
Public Utility	61,616.60		57,900	-0-		-0-
Transportation	94,154.11	805,251.39	80,650	-0-	221,676.69	264,225
<u>COMMON STOCK</u>						
Financial	996,992.00		1,737,362	66,196.17		150,059
Industrial	3,688,362.14		6,744,521	3,279,767.50		4,665,958
Public Utility	1,029,323.33		2,304,876	877,441.81		1,018,554
Transportation	-0-	5,714,677.47	-0-	115,942.95	4,339,348.43	109,125
						5,943,696
<u>MORTGAGES</u>		198,311.84				
COLLEGE REAL ESTATE		770,153.13				
		222,938.01				
<u>MISCELLANEOUS</u>						
CASH		474,898.58			28,908.98	28,908
	\$13,379,273.99		\$18,074,426		\$6,023,261.94	\$7,567,564

NOTE: There is also held \$56,614.06 in financial stock not included in the above figures, being the holdings in C. WHARTON STORK ART GIFT FUND which is not included in the funds. This fund has an overdraft in principal cash of \$33,414.06.

ADDITIONS TO FUNDS
1966 - 1967

CONSOLIDATED FUNDS

GENERAL ENDOWMENT FUND

Legacy of: Richard Cadbury	\$ 500	
Thomas Parke	<u>2,000</u>	\$ 2,500.00

CORPORATION FUND

Proceeds (State condemnation) widening Haverford Road	16,800.00
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LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

From Triangle Society	410.00
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1890 MEMORIAL SCHOLARSHIP FUND

From Andrew L. Lewis	500.00
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THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

From William Felstiner	1,000.00
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READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

From Reader's Digest Fdn.	2,500.00
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THE JOSE PADIN PUERTO RICAN SCHOLARSHIP FUND

From Mrs. Jose (Paulina C.) Padin	228,437.50
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RAYNER W. KELSEY FUND

From Naomi B. Kelsey	100.00
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CARLISLE & BARBARA K. MOORE FUND

From Mrs. Carlisle Moore	365.00
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ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

From The Connecticut Bank & Trust Company, Trustee for W. T. Grant Trust	10,950.00
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JACOB & EUGENIE BUCKY MEMORIAL FOUNDATION

From Foundation through Robert C. Thomson	500.00
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DAVID R. BOWEN PREMEDICAL FUND

From: Lewis H. Bowen	225.00	
Bowen, Gurin & Barnes	<u>122.15</u>	347.15

THE SCHOLARS IN THE HUMANITIES

Proceeds from sale of Hires house, bequest of Christine L. Hires	58,520.70
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FUND FOR THE DEVELOPMENT OF THE NATURAL
BEAUTY OF THE HAVERFORD CAMPUS

From: Bequest of Bernard Lester (20% residuary estate)	\$5,345.37	
John A. Silver	<u>2,750.00</u>	\$ 8,095.37

THE CLASS OF 1964 FACULTY SALARY FUND

Transferred from College from various donors	1,773.96
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ELECTRONICS RESEARCH FUND

Residuary estate of Bettine P. Blake	13,584.60
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OLD DOMINION FOUNDATION FELLOWSHIP IN THE HUMANITIES FUND

Old Dominion Fdn. Grant	100,000.00
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M. A. AJZENBERG SCHOLARSHIP FUND

From Mr. & Mrs. Walter Selove	<u>1,050.00</u>
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TOTAL	<u><u>447,434.28</u></u>
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NON-CONSOLIDATED FUNDS

From T. Kite Sharpless	\$ <u><u>1,299,000.00</u></u>
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PRICE WATERHOUSE & CO.

INDEPENDENCE MALL WEST

PHILADELPHIA 19106

November 1, 1967

Board of Managers
The Corporation of Haverford College

In our opinion, the accompanying statement of cash transactions and book value of the William Maul Measey Trust presents fairly, on a basis consistent with that of the preceding year, the income and principal transactions of the Trust for the year ended June 30, 1967 and cash balances and book value at that date in accordance with the provisions of the Trust agreement. Our examination of this statement was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

Price Waterhouse & Co.

WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952 and supplementary agreement dated April 26th, 1956.

The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education.

In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students.

The capital of the trust is to be invested solely in common or ordinary corporate shares.

WILLIAM MAUL MEASEY TRUST

Statement of Cash Transactions

And Book Value

For the Year Ended June 30, 1967

Book value of Trust at July 1, 1966 and June 30, 1967, including principal cash	<u><u>\$1,508,864.22</u></u>
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Cash Statement of Receipts and Expenditures

Principal

Cash balance July 1, 1966	\$ 2,837.98
Investments realized	<u>1,561.96</u>
	<u>\$ 4,399.94</u>
Investments made	\$ 35.88
Cash balance June 30, 1967	<u>4,364.06</u>
	<u><u>\$ 4,399.94</u></u>

Income

Cash balance July 1, 1966 representing prior year income and reserve	\$ 102,465.31
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Disbursements in year

To Haverford College for administration of Trust	\$ 10,079.68	
To Haverford College for aid to 86 students	50,398.41	
To secondary schools for aid to 68 students	<u>38,500.00</u>	<u>98,978.09</u>
		3,487.22

Current year income

Income from investments July 1, 1966 to June 30, 1967	102,293.76	
Interest earned from savings fund account	<u>2,455.26</u>	<u>104,749.02</u>
Cash balance June 30, 1967		<u><u>\$ 108,236.24</u></u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year

TRUST FUNDS

W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees

This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is 3/40th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee

Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948

This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

ENDOWMENT FUNDS FUNDS FOR GENERAL PURPOSES

GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gilde-meister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jeannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20 \$4,015; 1966, gifts of Henry G. Hood, Jr. \$20; Silas J. Ginsburg, M.D. \$62.50; James S. Maier \$2,649.41; legacy of Richard Cadbury '07 \$500; legacy of Thomas Parke '23 \$2,000. Present book value \$120,594.55. The income is used for salaries and scholarships.

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$31,623.45.

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whittall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on the subjects of diet and reading."

WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whittall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value,

\$275,899.76. The income only is to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stogdell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$770,153.13. Amortization of 1½% is to be applied to the annual reduction of the investment.

WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair of lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to provide adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762 acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$41,928.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912 and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bry Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28, together with further realization on residuary assets and additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150. The income is used for general purposes. Present book value, \$5,150.00.

ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to use other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00.

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

J. HENRY SCATTERGOOD FUND

Founded Tenth Month 1947, by donations totalling \$1660 made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the President of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U. S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$200,143.64.

THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$395,726.92.

WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least $\frac{1}{2}$ thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half ($\frac{1}{2}$) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$4,223,034.21.

WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

THE CHARLES McCaul FUND

Founded in 1953 by a bequest of $\frac{1}{4}$ th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that

the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

ISAAC & LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester, '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1939, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$129,845.43.

THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. Present book value, \$75,801.94.

THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used to "promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value, \$8,932.50.

JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

FREDERIC H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764.

The present book value of the fund is \$78,342.56.

WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

CLASS OF 1911 — FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$5,904.81.

THE CLASS OF 1935 — TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275.67.

THE CLASS OF 1937 — TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library and the income is currently used for this purpose. Present book value is \$25,083.31.

ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,147.97.

FUND FOR GRADUATE SCHOOL

MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$410,523.06. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten per cent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created.

In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

FUNDS FOR INFIRMARY

INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

FUND FOR HAVERFORD UNION HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

FUNDS FOR SCHOLARSHIPS THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships.

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only is to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,259.56. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13, was received. Present book value, \$11,662.39.

J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates A man, modest loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value \$5,155.85.

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (\$5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds and any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$18,591.13.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

SAMUEL E. HILLES SCHOLARSHIP FUND

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month, 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as "The Augustus Taber Murray Research Scholarship." The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$31,832.69.

THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1) — To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48,

increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2) — To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be give to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000. The fund is increased as a number of trusts created by William T. Grant terminate.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$52,325.01.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need."

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine—the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. Present book value, \$30,000.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totaling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, and \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000 and 1966-67, \$500. Present book value, \$4,800.

1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$52,212.69.

MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the *Vineland Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund reaches proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily

as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$17,058.28.

A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

INAZO NITOBE SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be use for scholarship purposes. Present book value, \$12,000.

W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College." Present book value, \$85,868.27.

RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice

of the College. The donor welcomes additions to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Manager, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." Income from this fund is to be available "to a student entering the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathematics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. & Mrs. Walter Selove, \$1,050. The present book value is \$25,175.

THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$16,369.19.

ARCHIBALD MacINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. Present book value is \$6,217.13.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

This fund was established in July 1965 by a grant of \$2,500 from the Reader's Digest Foundation. The income only is to be used for scholarship purposes. Present book value \$7,500.

THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND

This fund was established in October, 1966, by a gift from Paulina C. Padín in memory of her husband, Dr. José Padín, of the class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the college. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country. The present book value of the fund is \$228,437.50.

FUNDS FOR THE LIBRARY ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund of \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. 1966 additional gift from an anonymous donor of \$10,000. Present book value, \$27,435.06. The income is used for binding and miscellaneous expenses of the Library.

MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$70,200.32. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund."

The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74

ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

EDMUND MORRIS FERGUSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Ferguson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the

income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34.

CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52.

QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

MOHONK FUND

FOR THE RUFUS JONES COLLECTION OF MYSTICISM

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N. Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,100 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$38,740.58.

THE CLASS OF 1909

RUFUS M. JONES MEMORIAL LIBRARY FUND

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collections.

The income is to be used to strengthen the Library collection of books and to promote sound scholarship in the field of American history. The present book value is \$1,100.

THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$70,600.

CARLISLE AND BARBARA K. MOORE FUND

This fund was begun in 1966 by gifts from Carlisle and Barbara K. Moore. The fund is to be used for the purchase of books for the Library. Present book value, \$1,362.50.

FUNDS FOR PENSIONS PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$77,718.39. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

FUNDS FOR SPECIAL PURPOSES

THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than

three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from any anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88,

from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income in capitalized, as requested by the founders of the fund. Present book value, \$7,148.99.

LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin

'95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipping of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God¹; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.²

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

In 1945-1946, 1954-55 and 1966-67, further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$8,102.24.

MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,498.39.

WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was

1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America — "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

\$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was trans-

ferred to the income account of this fund.

CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$1,849.70.

JONATHAN & RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expira-

tion of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44.

WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued, I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the

department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. In 1966, a bequest of \$58,520.70 from Christine L. Hires was added to the fund. The present book value is \$95,420.70.

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus. The fund was increased in 1966 by further gift of John A. Silver of \$5,000 and bequest of Bernard Lester of \$16,145.37.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$48,895.37.

THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 fund for increasing faculty salaries was started with one-hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty

in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$4,186.96.

HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center, the income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. In addition to the fund, many contributions were applied towards the cost of remodeling the William Wistar Comfort house into the music center. In 1966 a bequest of Sigmund Spaeth of \$1,000 was received. Present book value, \$5,005.

ELECTRONICS RESEARCH FUND

By a legacy of \$10,000 and a portion of the residuary estate, this fund was established in 1965 under the will of Bettine Paddock Blake. The fund is to be used "for research, study and teaching in the field of electronics, or if this in the judgment of the Board of Managers is not practicable, for these purposes in other areas in the field of physical sciences. Present book value, \$23,584.60.

CLASS OF 1934 REVOLVING LOAN FUND

Established in 1959 by gifts from the class of 1934 (100% participation) to the amount of \$10,784, the 1934 Loan Fund, both principal and interest, is to be used for loans to deserving undergraduates, with preference being given to incoming freshmen. The main consideration in the granting of loans is the need of the recipient. This fund, which at present amounts to \$10,121.23, may be increased by new gifts.

FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956; Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund.

REPORT of the LIBRARIAN

1966 - 1967

This annual report was prepared at odd moments during July, in a corner of the reconstructed South Wing, my temporary "office." Conditions there and in all other parts of the Library were far from ideal at that time, yet the apparent chaos was prologue to progress. Ground was broken for the Library project on April 1, 1966. Now, fifteen months later — for please bear in mind that this report extends only as far as June 30, 1967 — construction of the Magill Library and renovation of the old building are two thirds completed. By the time this report is distributed the work should be 90 per cent finished.

No Haverfordian needs to be told that this progress is cause for more than ordinary satisfaction. As the new building takes shape and we see how capacious, attractive, and functional it promises to be, we recognize more clearly how crowded and inadequate the older building had become. The College waited a long time, of necessity, before undertaking this project of major scope and expense, but I believe that six or eight months hence everyone concerned with Haverford will agree that the enterprise was worth the time, trouble, and money it cost.

The Library project is successful because of the devoted labors and liberality of James Magill '07, members of his special committee, the Board of Managers, the late Alfred Crawford, and the many other graduates and friends who have contributed so generously of their time and means to provide the College with an enlarged, modernized building. We all know who deserves the principal credit for getting this enterprise going and seeing it through. I tried to express in my report of last year my sentiments about our debt to James Magill, and here I can only repeat that he has been the inspiration of this enterprise since its commencement. *Si monumentum requiris . . .*

The official goal for the Library, \$2,100,000, was reached by June, 1967. As often happens, the final goal was rather higher than the one first announced. Some necessary and some desirable changes in the plans, unforeseen difficulties and delays in construction, and steeper costs than had been anticipated for interim operations raised our sights from \$1,700,000 to \$2,100,000. Expenses for interim operations means chiefly the cost of setting up and maintaining a Library annex in Lyman Beecher Hall building and

of moving books, equipment, and staff in the main building from time to time. Only those who have tried to run a busy library during a period when the very foundations are being undermined (literally), and parts of the structure closed off, can appreciate the difficulties faced by the staff. That they maintained library services as well as they did is a tribute to their patience and a contribution for which I am sure our readers are grateful. Processing was slower than usual; periodicals were received in one building and transferred to another; new books received at Hall building had to be sent to the main building and books for binding and mending from the main building to Hall; science journals sent from Hall to Stokes; and so on. The end is not yet, but when it comes our staff will fully deserve the more ample quarters and amenities they will then enjoy.

Many temporary restrictions on services had to be imposed, but these did not curtail too seriously the basic work of the Library. We continued to keep the main building open from 8 a.m. until midnight. Books and periodicals shelved in Hall and Stokes were available, and those stored in the basement of South Dormitory available on request. Because we could not seat as many readers as usual, Chase Hall was kept open until 2 a.m. every night except Saturday. This arrangement worked well and will be continued in the first semester of 1967-68.

Drastic measures were taken to assure the contractor a free hand during the critical summer months of 1967. The building, including stacks, was closed to students and public; no library services were promised. This was the period when most of the renovating on the main floor of the present building had to be done if we were to regain use of this space by the time College opened in September. The old catalog room and the reference section were cleared of books, and staff members who had worked in the unpleasantly crowded Treasure Room for most of the year moved to the North Wing for the summer. The public catalog too was installed in the North Wing for the summer. Certain reference books were sent to Drinker and Stokes for this period.

We are indebted to the Bryn Mawr College Library for hospitality to our faculty during the summer.

Before the Magill Library is opened, virtually all books in the present building must be moved to their new and permanent locations. ("Permanent," when used of libraries, means ten to twenty years.) Our peripatetic staff will move from the North Wing to wherever they can find space between now and February; in that month they should be settling down in the new staff room. If, as is the hope when I write this report, all new stacks are installed by October or November, most or maybe all the books can be moved to their new locations by December. The building must be closed for two weeks during the Christmas vacation while the main floor and the floors of the old stacks are carpeted. (Henceforth we shall speak of the basement, first, second, third, fourth, and fifth tiers. What we have been calling the main or ground floor is technically the second tier.) The deadline for construction is January 29, 1968; then several weeks will be needed for installation of furniture and other equipment. We expect, however, to use the South Wing and probably some other areas of the renovated building before Christmas, whether the new furniture is in them or not.

The famous and at times infamous Library fence was torn down in July, shortly after Bastille Day, and for the first time visitors to the site were able to get a good glimpse of what the Magill Library will look like.

It will, as I said above, be capacious, attractive, and functional. To meet our requirements by renovating the old building and providing a large addition to it demanded solution of many architectural and engineering problems. Complications and delays have been numerous and vexatious enough, but these will be forgotten a year hence. Besides the much increased storage and reading space, the building will have exhibit rooms, comfortable furniture, good lighting, quiet areas for reading, writing, and typing, and air-conditioning. Air-conditioning alone will surely change the quality of human life as heretofore experienced in the Haverford Library. The facilities needed both for assigned and for independent work in such a college as Haverford, where the student is expected to do a lot of reading and writing, will be better and more numerous than they have been to date.

We have made minor adjustments here and there in the plans during the past year, but no major ones. Our firm expectation still is that, when all shelves new and old are filled, the building will hold over 510,000 volumes and seat 500 persons. It will have 260 carrels, of which 230 will be for the use of undergraduates (22 of these carrels for students wishing to use typewriters) and 30 for faculty. These faculty carrels will be enclosed. They are not offices but convenient working space to be assigned to faculty members when they wish to write or read near the stacks.

Those who have kept track of plans or construction do not need elaborate description of the building; others will be content to wait until next spring and see for themselves. However, it may be useful to note here, as briefly as possible, some features of the building that are more clear to us now than they were a year ago.

The first tier of the addition to the Treasure Room will be a vault for all rare books and manuscripts. Just a few days before I wrote that sentence, the scholar who compiled for us the excellent catalog of the William Pyle Philips Collection in 1952 asked me, as a sort of bad joke, whether we still kept those treasures in an old safe, for he had been horrified to discover, fifteen years ago, that we did indeed keep them there. I had to confess that they are still there, but at least I could add that in a few months they will be housed in a fireproof and — even more important — air-controlled vault. Rare books and significant documents such as those in the Quaker and Roberts Collection are valuable and for the most part irreplaceable property. Our rareties have not received and could not receive the protection they deserved, but now at long last this deplorable situation is about to be corrected.

The extension of the Treasure Room will be named the Borton Wing, a fitting tribute to Hugh Borton's interest in Quaker history and in the Haverford Library. The College is indebted to him for strong support of the Library's work and of its plans for expansion. A librarian is always fortunate when the president is himself an experienced scholar and author as well as a reader of books — something that cannot be taken for granted nowadays. I am glad to know that Hugh Borton's name will continue to be associated prominently with this Library.



We shall have two rooms for microfilm and microcard machines. The one on the second tier, north side, will have space for six machines plus storage cabinets. This room is intended for the use of students and faculty. Above the entrance to the Treasure Room will be a room large enough for three machines; use of this room will be limited as a rule to Library staff especially Treasure Room staff.

On the first tier, under the South Wing, will be a room named for the late Mr. and Mrs. Harrison Hires and furnished by their children, where tapes and discs can be heard. It will seat fifteen persons. At each chair will be a dialing device to enable the listener to select the tape he wants to hear. This will not be a place for "recreational" music but rather for curricular purposes. Music will not be excluded, but the facilities provided in the room will be intended mainly for listening to tape recordings of lectures, poetry and drama readings, and the like. Facilities primarily for listening to various kinds of music seem to belong rather to the Drinker Music Center and to the Student Center that we hope will be built before long.

The South Wing will have two bays for informal reading, the Christopher Morley Alcove at the east end and another at the south end. Above the stacks in the South Wing is a mezzanine, named for Alfred Crawford, which will, I think, be much used by students who want to write without being disturbed. It will seat 44 persons.

Another informal reading area, adjacent to the Strawbridge Seminar Room on the first tier, will be the Gummere-Morley Room. It will not be much larger than the old Gummere-Morley Room, but the number of such areas in the new Library should afford refuge for readers who like to be comfortable when they read. Nearly all the furniture in the enlarged building will be new, and we have tried to select it for comfort as well as attractiveness and durability.

What has been for the last 25 years the public catalog room becomes the Sharpless Gallery, where our best pictures (I hope) will be hung and where several display cases will contain exhibits of books, manuscripts, Quaker and Roberts material, and Haverfordiana. We have a great many interesting things to exhibit but heretofore have lacked means of showing enough of them, so we look forward to the opportunity of presenting series of exhibits during the academic year. The Sharpless Gallery will be an attraction for all visitors.

Entering the Treasure Room from the Sharpless Gallery, one will see a redecorated room and, to the left, the new Borton Wing. The first tier of this wing will be the vault, the second a room with staff offices and studies for visiting scholars, the third a gallery and the Harvey Peace Research Room.

A unique part of the Library will be the Cricket Room, which is being built and furnished with funds other than those given for the Magill Library. It will be on the north side of the building between the North Wing and the Treasure Room, with a separate entrance from the outside and a door connecting with the North Wing. It will be open on many occasions but is not designed for general undergraduate use. Why a Cricket Room? Because Haverford is the home of intercollegiate cricket in America; because we have received over the years various memorabilia (publications, photographs, trophies); and because there ought to be at least one place where materials

illustrating the history of the game, both in Haverford and the Philadelphia area and elsewhere in America, can be preserved. Probably there is much more material in homes and clubs in this neighborhood to be added to our collection, which already contains more than enough to fill the walls and bookshelves of the Cricket Room. One sometimes hears or reads that more is published on cricket than on any other sport, and I do in part believe it. When Hodgson's of London sold at auction an extensive collection of books on cricket last year we were able to buy some 60 volumes on the game in America. A gift from John A. Lester '96 helped us to acquire these publications.

Cricket — dare this be uttered? — is not everybody's way of life, but I am reliably informed by some of its devotees that its excellences cannot be appreciated by the mere observer. At any rate I agree that there ought to be a repository in the United States for records and publications illustrating cricket in America, and that Haverford is the place for such a repository.

Gifts for this room, whether of money for furnishing it or of material on cricket, are welcome. At this writing, Professor Howard Comfort's committee hopes to raise at least \$20,000 to complete the furnishing of the room and supply a modest endowment for acquisitions through purchase and subscriptions.

This review omits much that might be said about the areas, equipment, and distinctive architectural features the Library will have, but I hope it serves to suggest why we are pleased with the plans, and why I hope all alumni will try to visit the building when it is opened.

One old-fashioned amenity, in which we were perhaps seldom imitated, and by other librarians seldom envied, comes to an end this year: the custom of allowing members of the faculty to have keys to the Library. Because of the possibility of accidents, the difficulty of recovering keys from departing professors, and the increasingly serious problems of security and maintenance, we decided to rescind this privilege after the Magill Library opens. When some professors had offices in the Library, and when the building was closed during most of the summer and on Sundays, having a key to it was more important than it is nowadays when the building is open until midnight seven days a week and open Monday through Friday in June and July. Arrangements will be made to allow access to it by faculty during August when the need is urgent.

One new-fangled amenity we expect to do without is "canned" music in the reading rooms. A newspaper report (*Philadelphia Evening Bulletin*, March 13, 1967) informs us that Penn State has been experimenting with "background music" in its undergraduate library. No doubt this kind of thing had to come, and even earlier than 1984, but it is disquieting news. The report says music is piped in to "humanize the library." If humanizing a library involves forcing inescapable noise on a captive audience who are trying to read, write, and think, I am afraid my humanism stops short of such measures. A library staff member at Penn State is quoted as saying that the introduction of music is "an invasion of the privacy of your mind. Everywhere you go you're bombarded with sound these days." She couldn't be more distressingly correct. The specious assumption that a student needs to be soothed or drugged if he has a book in his hands or an idea in his

head is the wrong kind of "humanization." Some Penn State students, it must be added, do approve; one is quoted to the effect that the music makes her "feel happy," and another says she "can't study in complete silence." As the world goes, she may never have a chance to find out.

THE COLLECTIONS

Considering how many of our books were in "dead" storage last year, how much the construction work interfered with use of the building, and how much of the staff's time was taken up with moving in and out of temporary quarters, moving books, and doing many other extra and emergency tasks, our statistics on addition and circulation of books seem quite satisfactory. In this connection I may remind readers that library statistics, even though honest and in most respects plausible, never tell the whole story, and that reliance upon them when comparing institutions may be hazardous. Library associations are trying to make the standards for collecting and classifying such statistics more regular and therefore more useful. Uniformity will not be easy to achieve — is there a precise definition of a "volume," acceptable to all libraries? — but the situation will be improved.

The figures appended to this report state as accurately as possible what they purport to cover, with one exception. Since some of our departmental libraries have no attendants, we do not keep the same kind of circulation record for these libraries as for the main Library and Stokes Library. We intend to do something about this matter, but until we do the reader may assume that circulation figures in these annual reports are somewhat lower than they would be if we had more data on departmental libraries.

6.

This year we publish for the first time the number of microforms (microfilms, each reel counted as a unit, and microcards) added during the past year. These units are texts, though technically not "printed" and not in "volumes." They will play a larger part in library acquisitions and services from year to year and should be included in our reports. Also Government summaries of library statistics now ask for the number of non-periodical Government documents each library acquires. At this time we cannot report how many such documents have been added in past years. If we could, the size of our permanent collection (the first figure in the table of statistics) would be substantially higher.

As of June 30, 1967, our collection numbered 256,223 volumes. The net number added during the year was 6,631, an increase over the previous year despite the worst that builders and movers could do. Circulation figures too were fairly good, disruptions to services notwithstanding. Nearly all classes were down from the preceding year, but not so much as we had expected. Students were unable to use some of the carrels in the second semester, a fact that affects some of the statistics on the number of books charged out. Study conditions everywhere in the building were not at their best, and moreover nearly a fifth of the books were in storage in other buildings. Nevertheless we were able to satisfy the wants of borrowers and provide reading room in Stokes and Chase when the main building was filled.

Faculty and staff borrowings were about the same as in 1965-1966. Borrowings by students diminished for reasons indicated above. (Another

fact worth noting is that Haverford students make more use of the Bryn Mawr Library than they used to do; and the same is true of the use of our Library by Bryn Mawr students. The open society is here to stay.) The number of books charged to "outside" borrowers decreased, mainly because we took steps to see that it would. While the construction work goes on we are unable to permit secondary school students and the public to use the Library. This restriction does not apply to faculty wives, members of the Library Associates, and alumni who live in the vicinity.

Reserve book circulation was nearly as high as in 1965-1966 and — for the first time in five years — the number of books put on reserve by faculty was higher. This figure too must be due to temporary restrictions on some parts of the building and of the collections.

Both the number of works loaned and the number borrowed through Interlibrary Loan grew, as they do every year.

The number of volumes discarded last year, 146, was trifling, but this is merely the number of *accessioned* volumes discarded. We cleared out the duplicate collection for the first time in many years: another improvement long postponed and evaded but finally demanded by the inexorable advance of the contractor. Some of the several thousand volumes in that collection we shall keep and catalog; most of the others we gave to the Friends World Institute, Long Island. If the nucleus of that institution's library consists of the approximately 2,500 volumes we have contributed to it in the last few years, it will be a rather odd repository.

Conditions in the past year defeated my hope of completing the cataloging of books left to us by Sigmund Spaeth '05 and John Jacob Enck '43, and the Renaissance collection of Professor Dean P. Lockwood. Mrs. Rosemary Desjardins was unable to continue work on the Lockwood books, but arrangements have now been made to resume the work and we shall try to finish it by the time the new building opens. The Lockwood books will then be transferred to the Treasure Room.

When settled in our new quarters we should be able to attend more effectively to special collections, both with respect to purchases and to administration. The Quaker Collection is well organized, although a back-log of cataloging and re-cataloging of books and documents remains; as is to be expected in a collection which has received many gifts from time to time and has not always had sufficient staff to deal with them. Henceforth all rare books, Quaker and other kinds, and all documents including the extremely valuable Roberts Collection will be kept in the vault in the Borton Wing. The Haverfordiana Collection will be kept in the present Manuscript Room adjoining the Treasure Room.

We add items regularly to the Quaker Collection with funds appropriated for that purpose and with the fund contributed by the Grundy Foundation. The Grundy gift allows us to buy some expensive publications relevant to Quaker and to Delaware Valley history. Mr. Bronner's annual report lists some of these purchases.

Few additions to the Philips Collection have been bought in the last few years, owing to concentration on building and other urgent Library matters. Lack of a proper place for keeping Philips books has been no

incentive to adding to their number. But this condition will soon change, and then we expect to spend as much money on appropriate Philips books as we can afford.

Last year we bought a few letters and papers for the Christopher Morley Collection. On other acquisitions for this collection see below, under "Gifts." The Morley Alcove, furnished principally by Mrs. E. Page Allinson, will be a comfortable, informal reading area close to the stacks containing English literature, and is fairly certain to become a favorite spot with students. Photographs and portraits — including a handsome copy by Adrian Lamb of the portrait of C.D.M. executed by Joseph Hirsch in 1946 — will hang there. The Lamb painting is the gift of the Book of the Month Club. Christopher Morley would be disappointed to learn that smoking will not be allowed in this alcove, but the combination of old knowledge that where there's smoke there may be fire and new knowledge that smoking is a lethal vice must deter us from permitting smoking in public areas of the building.

A grant of \$5,000 from the College Library Resources Program of the U. S. Higher Education Act of 1965, received in June 1966, enabled us to buy a microfilm file of the *Philadelphia Public Ledger* from March, 1836, to May, 1927, and with Grundy funds we are adding the remainder of the file, to April, 1934. In the year just ended we applied for a similar grant, with which we expect to add to our microfilm file of the *New York Times*.

In recent years we have heard much about the "paperback revolution." Certainly the availability at low cost of many thousands of titles, including many long out of print, has been a boon to college teachers and students, as to the general public. Paperbacks, being cheaper, accounted for only six per cent of the dollar volume in national book sales in 1965, but imagine a college bookstore without them. To libraries the paperbacks are not an unmixed blessing, for unless they are exceptionally well made, they must be rebound before they can be placed on the shelves. On the whole, however, the paperbacks deserve their popularity, if only because they have brought so many titles back into print and enabled students to increase their own libraries.

The true revolution in publishing, so far as libraries are concerned, is the production of so much material in photocopies. These offer not only texts of every kind at no more than most books cost but can be stored in far less space than printed books require. As I pointed out in my last report, a library can buy microfilm copies of nearly all the 26,000 known books printed in English between 1475 and 1640 for about \$22,000.

In last year's report (page 11) I described a new series, *Landmarks of Science*, the collected writings of over 300 eminent scientists from antiquity to the present day as well as 3,000 others who have made distinguished contributions. This microprint facsimile will total 3,000,000 pages and take ten years to complete. Each six by nine inch microprint card contains 100 pages, and the whole collection can be kept on 40 feet of shelf space. I asked whether any benefactor would help us get this series, which costs \$10,000. Nor was that a mere rhetorical question, for a Friend of Haverford — an inveterate supporter of good causes, who prefers to remain anonymous — generously gave the sum needed.

Now besides the satisfaction we take in acquiring the *Landmarks of Science* series, there is a moral to be drawn from this experience. When I called attention to the series in my report I did not know that Haverford was to be one of the colleges awarded a Sloan grant for the purpose of strengthening the teaching of science, including the history and philosophy of science, in liberal arts colleges. We already had a course on the history of science, but we shall pay more attention to this subject hereafter, and work will be carried on the better because of such resources as the *Landmarks of Science*. The moral is that we should always go ahead and try to acquire the really significant publications concerning fundamental subjects represented in the Haverford curriculum, whether we expect to seek or secure grants or specialists in the near future or not. If we can show that we have done our best to form good collections of relevant materials, we improve our chances of getting favorable attention from donors, whether individual or corporate.

LIBRARY SERVICES

Although I conceded, a few pages back, that library statistics should not be accepted uncritically, they do allow us to make at least some suggestive comparisons between other college libraries and our own. Several studies made elsewhere during the past year have likewise done this for us. These may be cited here because they have good things to say about us; and surely statistics could be put to no better use. Is it a world to hide virtues in?

A survey made for the U. S. Office of Education by Dr. J. T. McDonough of St. Joseph's College, Philadelphia, rated the libraries of 666 liberal arts colleges.¹ The E. Q. ("excellence quotient") devised by Dr. McDonough took three factors into account: total number of books in the library, number of books per student, and total library budget for salaries. Each factor was scored from 200 to 800 points and a cumulative score for each library determined. Among the 666 libraries rated, Haverford's tied with Vassar's for seventh place. Bryn Mawr finished ninth and Swarthmore thirteenth. The order of the first twelve was: Oberlin, Wesleyan, Fort Hays (Kansas) State College, Trinity (Hartford), Smith, Amherst, Vassar and Haverford, Wellesley, Bryn Mawr, Lehigh, Bowdoin. Some day I want to visit Fort Hays State College. Haverford stood fourth in number of books per student, but the three institutions which stood higher had full-time students of only 29, 25, and 46 respectively.

A study made by Bucknell University rated eighteen liberal arts colleges according to six standards: (1) total number of volumes, (2) volumes per student, (3) library expenditures per student, (4) library expenditures as percentage of total college general and educational expenses budget, (5) students served per librarian, (6) students served per staff member. Haverford stood highest in all but the first of these categories. Not bad. Yet there is no reason to be complacent. For example, we spend a lower percentage of the College budget on the Library than we did three years ago. We spend more dollars, true, but non-library expenditures have been increasing faster than Library expenditures. Again, since the enrolment is rising, the number

¹The superstitious addict of library statistics will recall at this point that 666 is the mystical number in Revelation.

of books per student and the expenditure per student is falling. Still, it seems clear that our Library continues to rank among the leaders in colleges of our type. We must labor to keep this distinction. If we fall behind it will take a long time to catch up.

As an academic library, ours must be treated and managed in the way best suited to the needs of Haverford College. When questions of finance, hours, acquisitions, or staff are raised they cannot be answered satisfactorily from the standpoint of a public library in New Jersey or a junior college in North Carolina.¹ We must deal with our own situation by our own standards and in accordance with local conditions. This principle does not commit us to defiant provincialism but to a decent independence, joined with an awareness of problems common to most libraries.

One topic of perennial concern in many or most libraries is that of security. It is a problem which troubles us too, and we study it when planning the operation of the enlarged building. After spending well over \$2,000,000 on the building, we must see that the books and equipment are properly protected. Since this library is open every night until midnight, we have at least one member of the regular staff on duty until 10:30, with two student assistants at the reserve and circulation desks. When the Magill Library opens a watchman will be on duty inside the building from 10:30 until midnight. We have a number of reliable student assistants every year, but because we have visitors from other institutions in the late evening hours, and for other good reasons, it seems well to have a watchman in the building, near the entrance, every night. From midnight until 5 or 6 a.m. a maintenance man will be in the building. These arrangements should be a major help.

With a better organized library we should be able to do more about taking regular inventory and replacing lost books with reasonable promptness. Readers will recall the controversy caused last year by the "discovery" of manuscript drawings by Leonardo da Vinci in the National Library in Madrid. Officials of the library, we read, took the position that the American scholar who found the drawings made no discovery at all. True, the manuscripts had been listed in the wrong catalog for 75 years, but this error was corrected in the 1950s. To have lost such treasures even for a mere 75 years would be embarrassing, one would suppose, but any librarian knows that books are continually getting lost or misplaced, though most of them are found in less than 75 years' time. Remember too that institutional and archival libraries which (like most European ones) do not have open stacks or permit books to be taken out of the building have a right to assume that the work is somewhere in the building, even if "lost" temporarily. American libraries, which may have become too permissive and liberal about open stacks, run more risks unless they make a close check of books, bags, and so forth at the door.

Frank Morley, contrasting his youth in Haverford with life in the wicked city of Baltimore, observed that "juvenile delinquency in Haverford had consisted in sneaking off to a secret corner of the Haverford College Library." I fear that irregularities associated with the Library are now more

¹ See my report for 1965—1966, pp. 12-13. Anyone interested in the article mentioned there should read the rejoinder in *AAUP Bulletin* for autumn, 1966, pp. 283-289.

serious: not sneaking into the building but sneaking out of it with books not signed for. Although I am confident that we do not lose more books than other academic libraries of the same size, we lose too many. And by "lose" I mean that borrowers, mainly students (and mainly our own students) are too often negligent or irresponsible about taking books without signing for them or about ignoring official notices. Last year some unbalanced person took forty or fifty books, removed the bookplates and embossed identification from each volume, and then returned them surreptitiously. I have suggested, without any effect, that the Library rules be considered an aspect of the honor system. Now that a representative of the Students' Council attends meetings of the faculty Library Committee, such matters can be discussed, if nothing more. Since students henceforth will be expected to carry an identification card issued by the College, staff assistants at the circulation desk will request identification from anyone they do not recognize and will refuse permission to take books out unless the person can show that it should be granted to him. Book losses are a subject of so much concern to librarians that the Council on Library Resources has made a grant to the University of Chicago Graduate Library School for a study of the subject.

An electronic system that detects a magnetized strip, sheet, or rod inserted in the binding or card pocket of a book is reported to be available — but that does not sound like something one would expect to find in use at Haverford, does it? A surprising number of students have told me that the proper solution is to have a guard at the Library entrance to check everyone's bags and books upon departure. I say surprising because I would have thought this sort of inspection distasteful and unwelcome to students in so small a college where standards of maturity and self-government are asserted to be so evident. I want to avoid any such system of inspection until the new building has been in operation long enough for us to draw conclusions. If the problem continues or worsens, then we may have to inspect all books as persons leave the building. Since that would mean adding two or three employees to the payroll, it would be a painful additional expense. For this and other reasons I hope it is something we can avoid.

In the new building we shall have a photocopying machine. We thought of installing a coin-operated machine for use by the public but probably will decide against it and will limit the use to the Library staff. The faculty secretarial office in Founders, only fifty yards away, has an efficient photocopying service, and members of the College can get photocopies there at half the price they would be charged by a coin-operated machine in the Library.

Last year we experimented with a plan of having the Library pay for photocopies of articles which are needed from periodicals not received at the Haverford Library and which are ultimately expected to become part of the Library collections. These photocopied articles can be used initially by students and faculty without the usual delays for cataloging. This experiment remains in effect.

Nearly all our departmental libraries continue to be in constant use. The largest, in Stokes, has kept later hours than usual in order to accommodate readers unable to find space in the main building. In the summer of



1967, Stokes was kept open until 11 p.m. for students in the summer session. We do not yet have a satisfactory system of protecting the books and scores in Drinker Music Center library and at the same time making them easily accessible, but we are working on this matter. At the Observatory the departmental library was enlarged a few months ago. The question of adding a departmental library for Sociology was raised last year but we decided that the necessity of one has not yet been demonstrated. Because we shall have, for some years to come, plenty of space in the main building, the argument for departmental libraries on this campus is not so persuasive as it used to be. These libraries are a convenience, to be sure, particularly when they are close to laboratories, but we should be slow to add new ones unless the need for this is unmistakable.

Mrs. Suzanne K. Newhall, Stokes librarian, published a note on "Departmental Libraries and the Problem of Autonomy" in the *ALA Bulletin*, July-August 1966, pp. 721-722. Her observations are based on her experience with such libraries on the Haverford campus.

"Co-operation" and "computers" persist as favorite terms, and sometimes mystical symbols, in discussions of library services and progress. I have little to add to what I said on this topic last year. We must and do try to take advantage of every sound opportunity offered for profitable co-operation with Bryn Mawr and Swarthmore, and to a lesser extent with other institutions. Co-operation does not come about suddenly. For instance, the Van Hoesen committee's report of 1945 on co-operation among Bryn Mawr, Haverford, and Swarthmore libraries recommended among other things that there be inter-library delivery service by truck. Something of this sort affecting Bryn Mawr and Haverford was finally instituted in late 1965, *Eppur si muove*. But "co-operation," although a simple, clear concept to committees, means little until the persons or institutions concerned come to grips with practical problems. I am satisfied that, given the autonomy and traditions of each of the three colleges, we do in fact co-operate effectively. No doubt more can be done, but we must make haste slowly.

As for much larger hopes or efforts such as centralized cataloging, computer-produced services such as the Science Citation Index and ASCA (Automatic Subject Citation Alert), we try to keep ourselves informed and we speculate about the utility — and cost! — of these undoubtedly desirable services. Computers aid humanists as well as scientists. A Center for Computer-Oriented Research in the Humanities and Social Sciences has been established at the University of Pennsylvania. One of its functions will be the publication of periodic indexes of all known work in the humanities and social sciences using computers. This center is established by and for the University of Pennsylvania, but I hope its contributions will be easily available to some of our own scholars.

How long it will be until centralized cataloging from the Library of Congress will replace the present mode we do not know. A project to design a regional cataloging and processing center has been undertaken by the New England Board of Higher Education. This center will use a central computer connected to all the participating libraries by a telecommunication network and will use machine-form cataloging data from the Library of Congress when this becomes available. Results of this experiment will be studied carefully by librarians.

An ambitious proposal for centralizing not only cataloging but information comes from Toronto. Computers would catalog information in Toronto for all fourteen Ontario universities. "Instant research" by means of closed-circuit TV would reduce the need of actually borrowing an actual book. We can look forward, with mixed emotions perhaps, to the time when there will be an annual prize for the biggest book written by a scholar who has handled the fewest volumes; first prize to him who wrote his treatise without touching a book.

Schemes of this and many other sorts depend on the size, nature, and number of institutions involved, on what one means by "research," and who puts up the money needed. Meanwhile we ponder such small and local, yet not entirely trivial, questions as methods of keeping accession records, of whether to try to change our old-fashioned method of charging books out, and so on. We shall have to keep the present system of charging books until we get the staff, time, and funds for putting envelopes with typed cards in the back of every volume. At least we use the Library of Congress classification system and will not have to face the major expense, as do some other colleges (e.g. Mount Holyoke), of changing from Dewey or some other identification system to L.C.

LIBRARY FUNDS

The easy transition from a review of Library services to Library funds can be illustrated by recent announcement of plans for publishing in 600 volumes that portion of the National Union Catalog which extends to 1956. This inventory, consisting of sixteen million cards at the Library of Congress, records, in addition to the usual information, the location of important books in the L.C. and in other major North American libraries. A comparable catalog has been issued since 1956; now the earlier part is to be published.

NUC is an indispensable bibliographical tool that we must buy. Its 600 volumes will cost \$9,000 or more and must be shelved in an area convenient to staff and to users of the public catalog. And this is only one example of purchases that cannot be avoided yet had not been budgeted.

Like most commodities these days, books and periodicals go up and up in cost. So do our needs. In this respect we are in precisely the same situation as other active libraries. We refrain from buying many publications that I believe we should get. Before ordering expensive books or periodicals we find out whether they are available at other libraries in the vicinity. But even this prudence will not exempt us from buying what we should provide for the requirements of Haverford faculty and students. Obviously we must get what the various academic departments think they need most. Second, we must buy more and more publications not of departmental interest alone but of inter-departmental and general relevance. Third, we must buy reference works, which multiply at a discouraging and expensive rate. Fourth, we should have sufficient emergency funds for just such unforeseen purchases as the *National Union Catalog* or *Landmarks of Science*. We were lucky enough to get *Landmarks of Science* through a gift, but we cannot always count on finding a donor in such contingencies.

In the four years 1959-1963, we spent \$122,116 on books, periodicals, serials, and binding. In the four years 1963-1967, we spent \$189,678; that is, \$37,201 in 1963-1964, \$44,844 in 1964-1965, \$49,130 in 1965-1966, and \$58,503 in 1966-1967. At first glance these figures seem to show an impressive increase. They are not so impressive, however, when we consider the rate of increase in cost of publications, and consider also the increase in the College budget for non-library expenditures since 1959. For if my calculations are correct, the percentage of the College educational and general budget that is spent on Library expenditures has been going down steadily. In 1963-1964 this percentage was 9.0; in 1964-1965, 8.5; in 1965-1966, 7.9; in 1966-1967, 6.9.

What we need sorely is unrestricted money for books. Last year we allotted a total of \$10,000 to 21 academic departments for books of their choice. This was the highest sum ever appropriated to departments for their exclusive use, but it was not enough. We have many restricted funds, most of them decidedly small, but these cannot be spent for general purposes. Some of these funds, including the larger ones, e.g. Rufus Jones and Grundy, are important when we look around for money to buy books on certain subjects. But what we need is "free" money for large allotments to (1) the departments and (2) the librarian for buying whatever he thinks this Library should add — and there is a lot of it — but cannot get with money restricted to special subjects or controlled by the departments. In these days, when knowledge cannot easily be confined within the same neat departmental categories devised half a century ago, and the interests of one academic department are constantly merging with those of several others, we need for general and interdepartmental books alone at least \$10,000 a year in unrestricted money. Since 1960 the Library has received at least \$5,000 annually from the general College budget for book purchases. This sum has to be used for departmental allotments. Most of the expenditure for book purchases comes from restricted, endowed funds.

With periodicals we have done better than with books, because the Philips Fund has paid for most of the learned or specialized journals we take. In March, 1965, a faculty committee (see my annual report for 1964-1965) recommended, and the College agreed, that:

1. The sum of \$15,613 of the Philips surplus be used "to strengthen our periodical and rare book collections in any way deemed appropriate by the librarian."

2. That in each of the years 1965-1966, 1966-1967, 1967-1968, 36.6 percent for periodicals and 3.4 percent for rare books be allocated from current income of the Philips Fund.

3. That during this period the total annual Philips income to the Library for periodicals be maintained at \$35,000. (Part of this sum must be used for contributions to several staff salaries, however.)

This arrangement has been a boon, but since it lasts only one more year we must, during 1967-1968, review Philips resources again. If necessary, we shall use \$9,000 of the aforementioned \$15,613 to buy the National Union Catalog; but we must take a hard look at the probable cost of periodicals for the next five years and the rate at which we add new titles. New courses, new programs, new instructors require new periodicals and

serials. Now and then a Rockefeller or a Sloan or some other grant comes along and buys some new periodicals for a year or so — but Philips must pay for them thereafter.

We shall soon have a fine building, but what we buy for its shelves will cost more every year. Yet the price of not keeping up to standard what we believe (and neutral judges agree) is an unusually good library would be too big to pay. "Content with little but hoping for more," in Charles Lamb's phrase, may be the key to a happy life but it won't buy books. Provision of more endowment for books as well as building is a sound policy for which, incidentally, there is precedent at Haverford. When the old building of 1864 (now the North Wing) was built, a number of Friends, "encouraged by this great act of liberality" — the gift of Thomas Kimber, Jr. that made the building possible — contributed an endowment for books. I hope the liberality of those who have made the Magill Library possible will inspire others to provide on a comparable scale for the acquisition of books.

LIBRARY LECTURES

The Library Associates held only two meetings in the past year, but both had excellent programs and large attendance. At the first, on December 4, Mrs. Catherine Drinker Bowen talked about the making of her latest book, *Miracle at Philadelphia*. This lucid account of the Constitutional Convention is the fifth of her books to be featured by the Book of the Month Club, and like her previous ones — on Justice Holmes, John Adams, Sir Edward Coke and Francis Bacon — impressively combines scholarship and style.

Mrs. Bowen's lifelong association with Haverford made the occasion of her lecture an additional pleasure.

On April 9, Ralph M. Sargent, senior professor of English at Haverford and a specialist on botany as well as literature, gave a delightful illustrated lecture on "William Bartram's Southern Highlands." Bartram, the son of America's first naturalist, John Bartram, was a celebrated botanist and traveler. His *Travels through North and South Carolina, Georgia, East and West Florida* (Philadelphia, 1791) quickly became the leading account of American flora and fauna and was a favorite source of information on America for some of the leading writers of the day, including Wordsworth, Coleridge, and Chateaubriand. I should add that one of the works we bought on the Philips Rare Book Fund last year was a copy of the first printing of John Bartram's *Journal* (1766) describing his travels in Florida.

Because of Library construction, the June meeting of the Associates was omitted. Of course we can no longer hold the annual garden party, for most of the Library garden is gone. After next January, however, we should be able to resume meetings in the Treasure Room. The adjoining Borton Wing will have a separate entrance, on the north side opposite Chase, for the convenience of our members; and there will be a kitchenette for our use at one end of the Treasure Room.

Mrs. Marian Boben, who resigned as secretary-treasurer of the Library Associates, was succeeded by Mrs. Frances Barnett of the Library staff. Mrs. Barnett can be reached at the Library by any member who wishes to

send dues payments — and please send them — or who may want a membership card. Members of the Library Associates are always welcome to use the Library and to borrow books from it, but they are asked to show their cards at the circulation desk upon request. Dues received from Library Associates buy many books of general interest, books which otherwise we would not acquire. I hope many more graduates, friends, and neighbors of Haverford will join this useful organization. Annual membership, which costs \$10 up, is an inexpensive but genuinely helpful way of strengthening the Library's collections.

The lecturer in the endowed Haverford Library Lecture series last year was Dr. Krister Stendahl, Frothingham Professor of New Testament Studies in Harvard Divinity School. On March 10 he gave to large audiences two lectures on "Interpreting the Bible Today" and "Interpreting Paul Today."

STAFF

Mrs. Marian Boben resigned as library assistant and Mrs. Jessie Prizer as secretary.

William Brinton was appointed cataloger, with assignment to the Quaker Collection. He is a Haverford '32 graduate, studied at Penn State, Cornell, and Columbia, and has worked in several public and academic libraries. He is continuing library science studies at Villanova University.

Mrs. Sylvia Schnaars, a graduate of Ohio Wesleyan University and the Villanova Library School (with additional studies at Drexel), was appointed serials librarian, effective July 1, 1967. She has been a member of the Library staff for the last two years.

Mrs. Barbara Curtis joined the Quaker Collection staff a year ago to continue the work on the *Dictionary of Quaker Biography*. This enterprise is supported by special funds. Mrs. Curtis, a Bryn Mawr alumna, did graduate work at Radcliffe and Chicago and is near completion of studies for a degree in library science at Drexel.

Charles N. Welsh, Jr. '51, curator of Haverfordiana, has our warm thanks for many services during the past year besides the care of Haverfordiana. He was particularly helpful in the various moving operations.

Staff organization plays an increasingly evident role in plans for administering the enlarged Library. New facilities, more space, and additional resources imply additional functions and services. We do not expect to meet all requirements without careful review of departmental organization; nor, I might as well add, can we expect to operate a building doubled in size and with growing collections without assuming that the staff must grow too.

That the contributions of the staff are appreciated by readers, both the regular and the visiting ones, is often attested by communications I receive. One comment praises the Library and "le zèle aimable de ses bibliothécaires"; a new member of the faculty wrote about "the wonderful spirit of cooperation and service of your staff." The staff have my thanks for their cheerful patience during an admittedly trying year, when moving books, moving offices, and keeping up with the regular work was far from easy. There will be more temporary moves before staff and books are comfortably established in the Magill Library.

Mrs. Reese and Mrs. Ralph, assistant librarians, were in charge of most interim operations. Some of their usual duties had to be turned over to others, especially Mrs. Miehle, Mrs. Craig, and Miss Stowe; but all staff members served wherever needed. Mrs. Ralph planned and supervised all moving operations. Some staff members met regularly with the architects' representatives, while others served on committees planning new Library facilities. Staff have been consulted on desks and other furniture, fabrics, and library equipment. A library is too important to be built without as much consultation as possible with experienced librarians who will be expected to operate the new building efficiently.

The new main staff room, at the rear of the second tier, will have space for eight catalogers, four typists, and five persons in acquisitions and related work. Not all the desks will be filled at first, needless to say, but we are planning for the years ahead. On the first tier, beneath the new staff room, will be a staff lounge and a large space for mending and binding.

I am glad to report that, thanks to the assistance of the comptroller and provost, we now have a somewhat improved salary scale for professional librarians. We are still an uncomfortable distance behind the place where we ought to be. This situation is one to be kept in mind in the next few years, when we shall lose some of our specialists by retirement. Replacing them with suitably qualified persons will be hard, even apart from salary scales. When, for example, we compete for trained catalogers who have command of some of the less common (in this country) languages, we shall have to offer more substantial inducements than the Haverford scenery or society, attractive as these unquestionably are.

Mrs. Kunycia, Mrs. Miehle, Miss Stowe, and Miss Hyslop attended the American Library Association convention in New York in July, 1966. Mrs. Reese attended an Institute on the Use of Library of Congress Classification. Haverford's is one of 89 American libraries that have used L.C. classification for twenty years or longer (thanks to Professor Lockwood's foresight). We have received requests from other libraries for advice on changing to L.C. classification.

Last July Miss Stowe attended a conference on "Library Collections for Non-Western Studies," held at Douglass College. In the previous year she represented Haverford at a similar meeting at Earlham College. The purpose of the Douglass meeting was to examine the need for enlarging in American libraries the number and quality of published materials from developing areas of the world, and to furnish some practical guidance in the troublesome task of evaluating and acquiring these materials. A report on this conference by Miss Stowe appeared in the *Library Journal*, 91 (1966), 3645-6, under the title "Look to the East."

Before concluding the formal part of this report, I should like to add the names of three men whose various associations with Haverford and with libraries deserve notice.

Aldo Caselli, comptroller and business manager of Haverford College for 21 years, died on September 9, 1966. A man of remarkable diversity, he was well informed on rare books, manuscripts, typography, music, painting and much else. I recall how my growing suspicions that Haverford was an unusual place were confirmed, on my first official visit to the campus,

when the business manager brought out some of his fine sixteenth-century books and talked learnedly and enthusiastically about literary and bibliographical matters which a business manager is not ordinarily expected to know about. My acumen in business being in inverse ratio to Aldo Caselli's knowledge of bibliography, I was at a disadvantage whenever our conversations shifted from books to bookkeeping; but there was never any doubt about his concern for the welfare of the Library and his devotion to all the *literae humaniores* preserved in libraries. When he left Haverford he gave us many books from his own shelves.

Although no longer news, the appointment of a Haverford graduate, William H. Bond '37, to be librarian of the Houghton Library and professor of bibliography at Harvard University ought, I think, to be recorded in this report. Among repositories of rare books, prints, and manuscripts, the Houghton ranks very high; among academic collections in the western hemisphere it is probably unique. To Haverford scholars, therefore, Dr. Bond's appointment as director of this great collection is a source of pleasure.

Another source of pleasure for those interested in libraries and in Haverford is the recent biography of Louis Round Wilson, by Maurice F. Taber (Columbia University Press, 1966). Louis Wilson, Haverford '99, LL.D. 1932, is the dean of American academic librarians. He was librarian at the University of North Carolina from 1901 until 1931 — the library building there is named for him — and head of the Graduate Library School at the University of Chicago from 1932 until 1942. He initiated many practices, policies, and ideas in academic librarianship.

While a Haverford undergraduate, Dr. Wilson served (1895-1898) as an assistant to the librarian, Allen Thomas. He still remembers the occasion when he informed President Sharpless that for reasons of health he would have to spend his senior year at Chapel Hill. Isaac Sharpless replied simply, "Wilson, thee knows the college will run without thee." It did; but the embarrassed student, now in his 91st year, has not yet decided whether he was being rebuked or merely told an indubitable truth in a plain, direct way.

Dr. Wilson observes that the expanded Haverford Library "will be a far cry from the north wing, with overhead gallery reached by a perpendicular ladder, and southern wing used principally as college auditorium and overflow of books from the north wing. It was always something of a feat to climb the ladder and carry books up at the same time. It was also disconcerting to the readers below to have grit dropping on their heads from the coarse jute covering of the iron open-work aisles above them. Fortunately, the comparatively few books in the gallery were not in great demand, and the alcoves below otherwise provided an inviting atmosphere for study."

GIFTS

As in the past two years, gifts to the Library building are not included here but are listed in other reports. Names of some donors, however, belong in more than one list. Mrs. E. Page Allinson, for example, has contributed a portrait and photographs for the Morley Alcove in addition to furnishing this alcove. William L. Hires '49, who with his brother and sister will provide the Hires Audio Room in memory of their parents, has given us 22 letters for the Morley Collection.

The principal gifts to our collection of Christopher Morley's writings come, and continue to come, from H. Tatnall Brown, Jr. '23. His collection of Morley writings is notable not only for its size and quality but because it includes so many inscribed first editions; in this respect it must be unequalled. Many of these volumes, and some other rare items, have come to us in the last five years through Mr. Brown's generosity. They will form a large part, if not the major part, of our Morley Collection.

For other Morleyana we are indebted to John S. Kohn, Dr. Emerson Greenaway, Heber Harper '42, and George A. Kerbaugh '10.

Materials for the Cricket Collection have been received from John A. Lester '96, William Logan Fox, Frederick Sayen, and the Estate of Percy L. Clark.

Albert Savage '25 again contributed \$1,000, in memory of Howard Levi Gray, for furtherance of the study of British history. This generosity has allowed us to buy many important publications in the last few years. British history is a subject in which this Library is strong, and we want to maintain this strength.

Another sum, \$1,056, for purchase of works on history, was given in memory of David L. Rondthaler '60 by his parents, Mr. and Mrs. Edward Rondthaler, by Mrs. David Rondthaler, and the following members of the Class of 1960; G. C. Carpenter, Robert L. Coles, Theodore N. A. Hoen, Gerald M. Levin, John S. Pyke, Jr., Geoffrey H. Raymond, Samuel M. V. Tatnall, Randall L. Albright, Albert E. Dahlberg, Alexander B. Sharp, Verner E. Muller, Jr., W. James Howard, C. Herman Klingenmaier, David L. Nelson, Ralph T. Wright, Benjamin H. Newcomb, J. Allen Ramey, David V. Morgan, Malcolm E. Kaufman, Thomas A. Duff, Brownlow M. Speer, Dudley W. Summers, Marc R. Wedner, Gary N. Haworth.

19.

Family and classmates (C. R. Haig, C. C. Morris, J. M. Stokes, Arthur Crowell, Howard H. Brinton) contributed a fund for the purchase of books in memory of Samuel C. Withers '04.

Miss Alice M. Whiting contributed the photograph which adorns the inside cover of this report, and other old photographs of Haverford.

A painting of the late Margaret Gest was purchased for the Library by Miss Mary Hoxie Jones. This painting will hang in the librarian's office, if the librarian has his way.

Hugh Borton gave to Haverfordiana his papers dealing with his years as president of the College.

Other gifts of funds, books, pamphlets, or Haverfordiana from the following are acknowledged with thanks:

ALUMNI: Philip S. Benjamin '54, William H. Bond '37, William Brinton '32, Norman S. Brous '42, H. Tatnall Brown, Jr. '23, Henry J. Cadbury '03, Loring Dam '17, John E. Dixon '55, Estate of John Jacob Mack '43, James P. Felstiner '54, Charles E. Frank '33, Milton M. Gatch, Jr. '53, Heber R. Harper '42, Arthur S. Hawthorn '29, Jay B. Hoster '69, Allen F. Horton '28, Roger F. Jones '52, Samuel F. Johnson '40, John D. Lenderdine '10, Michael A. Kimball '67, William A. Liddell '41, Estate of John G. Love '16, Paul G. Kuntz '37, M. Alexander Laverty '17, James P.

Magill '07, Charles B. Moore '49, Elliston P. Morris '22, Harold H. Morris '04, J. Philip Neal '41, Barrett Parker '32, David H. Parsons, Jr. '34 (in memory of Mrs. S. Harold Sargent), L. Arnold Post '11, Edward Rich '53, Charles A. Robinson '28, Charles R. Robinson '62, Charles A. Shields, Jr. '70, Herman K. Stein '05, Samuel B. Sturgis '12, Charles M. Tatum '28, Harold S. Thomson '43, Leland Webber '70, Louis R. Wilson '99, William D. Wixom '51, Class of 1917, Class of 1966.

Haverford Faculty: Hugh Borton '26, Daniel J. Gillis, Harvey Glickman, Marcel Gutwirth, Douglas Heath, Theodore B. Hetzel '28, Holland Hunter '43, James Irving, Ariel Loewy, Wallace T. MacCaffrey, Robert A. Mortimer, Harry W. Pfund '22, Ralph M. Sargent, Fay Ajzenberg Selove, John Spielman, Howard M. Teaf, Jr., Craig R. Thompson.

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United States Government, State and Local Agencies: Chicago Board of Trade, Federal Reserve Bank of Philadelphia, Library of Congress (via Public Law 480), National Aeronautics and Space Administration, National Bureau of Standards, City of Newark, New Jersey, Commonwealth of Pennsylvania, City of Philadelphia.

Foundations, Institutions, Societies, Etc.: Academy of Sciences of the U.S.S.R., American Anthropological Association, American Association of Fund-raising Counsel, American Bible Society, American Council on Education, American Federation of Labor and Congress of Industrial Organization, American Federation of Teachers, American Friends Service Committee, American Petroleum Institute, American Textile Manufacturers Institute, Amherst College, Atlantic Institute, Bibliographical Society of the University of Virginia, Bolivarian Society of the United States, Brandeis University, Bucknell University, Carnegie Commission on Educational Television, University of Chicago, Columbia University, Committee for Economic Development, Conference on Savings and Residential Financing, East-West Center of University of Hawaii, Maurice and Laura Falk Foundation, Foundation for Foreign Affairs, Goethe Institute, Health and Welfare Council, International Astronomical Union, University of Iowa, John Hopkins University, LaSalle College, League of Women Voters (Lower Merion Township, Pa.),

Main Line School Night, University of Massachusetts, Montgomery County Community College, Moral Re-armament, National Advisory Commission on Selective Service, National Association of Manufacturers, National Board of Fire Underwriters, National Science Foundation, State University of New York, Newcomen Society in North America, Northwestern University, Organization of African Unity, University of Pennsylvania, Pennsylvania State University, Princeton University, Public Welfare Foundation, Rockefeller Foundation, Rosemont College, Russell Sage Foundation, Smith College, Smithsonian Institution, Swarthmore College, Syracuse University, Utah State University, Wesleyan University, West Chester State College, Women Strike for Peace.

Industries: Academic Press, Inc., American Elsevier Publishing Co., Bell Telephone Company of Pennsylvania, W. A. Benjamin, Inc., Burgess Publishing Company, Burlington Industries, Inc., Christopher Publishing House, CIBA Pharmaceutical Products, Eastman Dillon Union Securities Co., First National Bank of Santa Fe, W. H. Freeman & Co., General Tire & Rubber Co., Graham, Savage & Associates, Inc., G. K. Hall & Co., Harper & Row, Holt, Rinehart & Winston, Inc., J. B. Lippincott Co., McAllister Books, McGraw-Hill Book Co., David McKay Co., Inc., Macmillan Co., Micro-Photo Division, Bell & Howell Co., National Repertory Theatre, Oxford University Press, Prentice-Hall, Inc., Princeton University Press, Reinhold Publishing Corp., W. B. Saunders Co., Sears Roebuck & Co., Sperry Rand Corp., Village Voice, Villanova Press, Wildenstein & Co., Inc., University of Wisconsin Press.



LIBRARY STATISTICS

1 9 6 6 - 1 9 6 7

Growth of Collections

Total number of volumes (as of June 30, 1967)	256,223
Number of volumes added in 1966-67	
By purchase	4,853
By gift	920
Government Depository	199
Quaker Pamphlet Collection	805
Total	6,777
Number of books disarded	146
Total	6,631
Microforms added in 1966-67	
Microfilm reels	466
Microcards	489
	955 units

22.

Circulation

Faculty and Staff borrowings	3,949
Students	12,096
Outside borrowers	7,270
Total	23,315
Books charged out to carrels	799
Total	24,114

Reserve Book Room

Books put on reserve	2,892
Reserve book circulation:	
Library use	12,312
Overnight	2,953
Total	15,265

Interlibrary Loan

Borrowed	909
Loaned (including photocopies)	1,280



Report of the Curator of the Quaker Collection

1 9 6 6 - 1 9 6 7

The centennial of the beginning of the effort to accumulate "... an important reference Library, especially for works and manuscripts relating to our own Religious Society," passed unnoticed on April 5, 1967, for the staff of the Quaker Collection was entirely occupied with current problems related to construction and renovation, and had no time for a proper commemoration.

It was not entirely inappropriate that this milestone should have been ignored, for the original decision, incorporated in the Report of the Board of Managers to the Corporation in April, 1867, was merely a part of a long paragraph about the Library, and is not mentioned in the manuscript Minutes of the Board of Managers. However, the decision may have had some influence with Board members for the expenditure for "Library and Apparatus" supplies in the annual budget increased from \$6.50 in the year ending in February, 1867, to \$163.53 the following year. Fortunately, for the sake of the Library and those using it, there was a separate Library Fund with an annual income of approximately \$700.00, which made it possible to purchase many new books each year.

In 1867 the Board of Managers was preoccupied with a deficit of more than \$5,000 for the year (in a total budget of less than \$25,000), and appointed a special Committee on Rentrenchment to find ways to balance income and expenditures. It decided to increase the cost for a year at Haverford to \$375.00, and to charge students for some services which had formerly been provided free.

In addition, the Board was faced with a need to make a change in the faculty. Edward D. Cope, who later became a famous paleontologist, resigned, and was replaced by Dr. Henry Hartshorne '39, with the title of Professor of Organic Science and Philosophy. The other three faculty members at this time were: Samuel J. Gummere, President and Professor of Mathematics, Physics and Astronomy; Thomas Chase, Professor of Classical and English Literature; and John H. Dillingham, Superintendent, Assistant Professor of Greek and Latin, and Librarian.

The Library contained 4,344 books in 1867; this figure included 413 received as gifts for the year, plus 226 purchased by the College. Books written by and about Friends were all cataloged along with other volumes in the Library, then, as well as today, which makes it most difficult to decide how many volumes fitted into a Quakerly category. The report also referred

to some 1,700 volumes in the Library of the Logonian Society, a literary group on campus.

In listing the courses offered in 1867 the prospectus noted the textbooks to be used in each course. Thus the Library, with 4,344 volumes or approximately 100 books for each of the 44 students, was probably quite adequate at the time, for the wide reading of books and other printed material was not encouraged as it is now. The rules drawn up for students to follow included this provision: "No books or periodicals shall be brought to the College, or retained by any Student, unless with the approval of the Faculty."

Today the expenditures on the Quaker Collection alone nearly equal the total budget for Haverford College one hundred years ago. However, it would not be improper to point out that the Quaker Collection makes a greater impact on the scholarly community than the entire college did a century ago. This influence can be measured, at least in part, by the scholars who come to work in the Quaker Collection and by the inquiries which come by mail.

The number of scholars who worked in the Quaker Collection during the year decreased slightly from former years, largely because we discouraged persons from coming while we are in this period of disruption and crowding. Despite these conditions a good many scholars came from many academic institutions both in this country and overseas to work in our manuscript and printed collections. Several scholars were working on master's theses and doctoral dissertations, and others were preparing new books and articles. In addition, a number of persons came to study local history, genealogy and other subjects.

Below are listed some of the more important topics:

Conscription in Britain, 1914-1918
Discipline among Friends in Colonial Pennsylvania
Early Quaker Mystical Religious Experiences
Eighteenth Century American Bookbinding
Eighteenth Century Quakers and the Moravians
Family Structure in Colonial Quakerism
Friends and Cultural Change
Friends in California
Friends in Education
Friends in the American Revolution
The Gummere Family in Quaker Education
John Greenleaf Whittier (1807-1892) and his friends
John Woolman (1720-1772)
Political Philosophy in the Seventeenth Century, and Quakers
Puritanism and Science
Quakers during the American Civil War
Quaker Political Activity, 1750-1800
Quakerism and Christianity
Rufus M. Jones and Mysticism
Seventeenth Century Mystics, and John Saltmarsh (d. 1647)
Stephen Crisp (1628-1692)
Tract Association of Friends in America, 1816-1966
Westward Movement of Friends
William Sewel's Dictionary

Inquiries by mail increased substantially during the year, which meant that many hours were spent by the Quaker Collection staff in preparing the necessary replies. More than 200 queries were dealt with, representing a twenty-five per cent increase over the previous year. While some questions could be answered quickly, and with little effort, others required substantial work, and frequently one reply led to additional requests for assistance.

The staff of the Quaker Collection provides many other services. The *American Heritage* magazine asked for photographs of pictures, maps and title pages of books, to illustrate a new volume on the colonial period. The Religious Education Committee of the Friends General Conference made a request for materials to be photographed for the new publication, *Quaker Reflections to Light the Future*, and it took several days to assemble these items.

There has been new interest in the Rendel Harris Collection of Ancient and Oriental Manuscripts, collected by Rendel Harris when he was a professor at Haverford late in the nineteenth century. While these are not Quaker, they are supervised by the staff of the Quaker Collection in the Treasure Room. One request for microfilming came from Jerusalem, and the other from Los Angeles. More than forty other requests for microfilming or xeroxing non-Quaker material from the Charles Roberts Autograph Letter Collection were also processed by the staff, in addition to assisting scholars who came to consult the Roberts Collection in person.

Exhibit cases have been in storage during the construction period but a few were placed in the foyer of Stokes Hall during the summer when international guests visited the Haverford campus before attending the Fourth World Conference of Friends. The exhibits featured such specialties of the Quaker Collection as the papers of Rufus M. Jones, Friends and Indians, and manuscript Quaker journals. The visits to Haverford included a tour of the campus and a trip to the meetinghouse burial ground where Rufus Jones and John Wilhelm Rowntree are buried. The staff also prepared an exhibit for Philadelphia Yearly Meeting which illustrated the world family of Friends, the Friends World Committee for Consultation, previous world conferences, and materials about Friends in the Carolinas, to serve as background for the Fourth World Conference at Guilford College, July 24 to August 3, 1967.

The Quaker Collection continues to assist the libraries in other Friends colleges through providing duplicate materials. We make it a practice to accept virtually all offers of Quaker material, with the understanding that most of the volumes will be duplicates to be handed on to other institutions. Earlham College added a substantial number of yearly meeting Minutes to its archives from our duplicates this year, in addition to other books and pamphlets. Wilmington College was also given assistance, and several boxes of books went to George Fox College, including a copy of the variant text of the first edition of Fox's *Journal* (1694). Other volumes were sold to individuals for a fraction of their market value, when the books were needed to carry on research.

We are pleased to have the services of William F. Brinton '32, as cataloger in the Quaker Collection. He formerly worked in the Jane Addams Peace Collection at Swarthmore College, was in the national offices of the

Fellowship of Reconciliation, and had been librarian at Phoenixville before coming to the Quaker Collection. He is taking additional courses in Library Science in nearby library schools.

Other members of the staff have continued their work as before, despite the difficulties caused by construction. The curator's life was made more complicated than usual because he served as chairman of the Conference Planning Committee for the Fourth World Conference of Friends. Mary Hoxie Jones, Research Associate in Quaker Studies, has been active in the Quaker Collection. She prepared an extensive exhibit of Quaker poetry, both in manuscript and printed form, for the Fourth World Conference.

While no full time T. Wistar Brown Fellow was named for 1966-67, Errol T. Elliott spent ten weeks in the Quaker Collection working on his history of the westward movement of Friends. As his research and writing comes to a close he will return for an additional period in the fall of 1967. Professor Phillips Moulton of Adrian College will return for a second year as a T. Wistar Brown Fellow to complete his new edition of John Woolman's *Journal*.

The work on William Bacon Evans' "Dictionary of Quaker Biography" has moved ahead rapidly, and the initial phase, typing the individual entries in a uniform style is now one-half completed. As Barbara C. Curtis completed a letter in the alphabet, carbon copies of her work were carried to the Friends Library in London by various Quaker travellers, including D. Elton Trueblood. Scholars are now using the "Dictionary" both here and in London, and the latest one was Professor John B. Pickard, who is preparing the publication of John Greenleaf Whittier's letters.

26.

This special project, along with much of the other work done in the Quaker Collection, is supported by substantial contributions from the trustees of the Thomas H. and Mary Williams Shoemaker Fund. Haverford College is most grateful for the assistance it has received from this Fund for more than a decade. We would like to express special appreciation for the interest and concern of J. Passmore Elkinton, '08, and Anna Griscom Elkinton who retired from the Board of Trustees of the Shoemaker Fund this year.

We look forward to having adequate facilities for the work on the "Dictionary of Quaker Biography" in the new Hugh Borton Quaker and Rare Books Wing of the Library, after three years of makeshift effort on the balcony. The staff room at the rear of the new wing will provide, for the first time in several years, proper work space for all of the Quaker Collection personnel. The renovations will also make it possible to offer proper facilities in the new carrells in the Treasure Room and the Borton Wing for Henry J. Cadbury, '03, Mary Hoxie Jones, Douglas V. Steere, T. Wistar Brown Fellows, and other visiting scholars.

We are truly grateful to the friends of Haverford College who have provided new facilities for the Quaker Collection. The vault for rare books and manuscripts has been needed for many years, and all will rest more comfortably at night once these materials are housed in the vault. Adequate space for shelving books, including the Harvey Peace Research Room, will be much appreciated, as will the new, enlarged area for the pamphlet col-

ection. Working in the new microfilm reading room will be a great improvement over trying to read microfilms on the balcony, and the renovations in the Treasure Room will make it more useable for the future.

Among the many members of the alumni of Haverford College who support the work of the Quaker Collection, none is more devoted than Dr. Frederic C. Sharpless, '00. In recent years he has given much time and effort to obtaining manuscript material for us about the early relations between Friends and the Senecas in Western Pennsylvania and New York.

Several years ago Dr. Sharpless gave a chair to Haverford College in memory of his late son, Dr. Isaac Sharpless. The chair, which dates from c. 1700, was first placed in the Faculty Room in Founders, but this year it was transferred to the Quaker Collection where it will be seen by college visitors. Presumably made by Joseph Sharpless, a carpenter who lived two miles north of Chester, it is an excellent example of early colonial craftsmanship, and is very valuable. Furthermore, the Sharpless Chair, as it is called, has been in the possession of the Sharpless family most of the time since it was built, and for this reason has a special meaning for Haverfordians.

The only thing better than having an alumnus dedicated to the work of the Quaker Collection is having a father-son team such as Henry Cadbury and Warder H. Cadbury, '49, actively seeking to assist us in our work. Henry Cadbury stops in the Treasure Room almost daily when he is home, and assists us in innumerable ways. Warder Cadbury, a professor at the State University of New York in Albany, frequently tells us about Quaker material in the book dealers' catalogs he reads. Among other things, he is the source of the Whittier sheet music we are beginning to collect.

Last fall we saw a notice in a used book catalog of a small brochure of jingles or verse about Quakers, published by the Quaker Oats Company. Because we attempt to collect everything printed about Quakers, we sent an order for it, but were told it had already been sold. Assuming that it had been purchased by that other Quaker library in Delaware County, we promptly forgot about it.

However, late in January Henry Cadbury brought the little booklet to the curator and presented it as a gift to the Quaker Collection. Warder Cadbury, who says he has great trouble finding unusual Christmas presents for his father, had purchased the Quaker Oats jingles and given them to Henry Cadbury with the expressed hope that later he would be willing to pass them on to the Quaker Collection.

The Quaker Collection obtained two important items from the sale of the Thomas Winthrop Streeter Collection of Americana, at the Parke-Bernet Galleries in New York in April. The curator had never attended an important auction before, and he was slightly overwhelmed by the proceedings. In two days the auctioneers disposed of 685 items for \$874,250, and a single volume, the "Cambridge Platform," printed in New England in 1649, brought \$80,000. The first publication of the "Star Spangled Banner" sold for \$23,000, and a map of the Mason-Dixon Line (1768) went for \$8,000.

There were twenty-eight items in the sale which interested the staff of the Quaker Collection, and fortunately we already possess twenty-one of them. (Several other publications listed in the sale were not counted here

because we have earlier editions of them or different editions.) Of the remaining seven, three were not exclusively related to Friends, and since they sold for a total of \$10,800, no bid was offered on them. Two others were directly related to Quakers, and one of these had special relevance for the Quaker Collection, but the bids were very high, and the curator was forced to drop out of the competition.

We did obtain Jonathan Dickenson's *God's Protecting Providence* . . . , printed in London in 1700, and John Bartram's *An Account of East Florida* . . . (London, 1766). Dickenson's account was originally printed in Philadelphia in 1699 by Reinier Jansen, and we have obtained the first London edition. The second purchase, the first printing of John Bartram's journal of his expedition to Florida, complements the other Bartram first editions in the Quaker Collection. The first of these volumes was paid for from the Joseph R. Grundy Foundation grant, as were many other important purchases during the year.

While the twenty-one items already in the Quaker Collection sold for \$25,525, the ones which brought high prices had an importance beyond the Religious Society of Friends. The most expensive, William Penn's "Letter to the Free Society of Traders" (London, 1683), which sold for \$12,000, is of prime importance in Pennsylvania history. (This pamphlet was given to the Quaker Collection by Walter C. Janney in 1942, along with several other rare and valuable seventeenth century publications.) Three other promotional pamphlets, issued to persuade settlers to come to the Quaker colony, sold for more than \$4,000. The two Bartram volumes included in this group, describing the flora and fauna of North America, sold for \$3,250, and the tract by Samuel Groome, *A Glass for the People of New-England* . . . (London 1676), which brought \$1,800, was an attack on Puritanism.

On the other hand, tracts or broadsides issued exclusively for Friends brought low prices. Three epistles issued in Philadelphia in 1734, 1755, and 1780, were sold in one lot for \$70. Early Quakers published large quantities of their books, tracts and broadsides, and, as a result, prices are usually low. A copy of the first edition of Fox's *Journal* (1694), sells today for less than \$50, and many early Quaker tracts are available for less than \$25. It is the scarcity of a publication, in addition to the demand for it, rather than age, which creates a high price. In the Streeter sale a volume printed in San Francisco in 1854, *The Life and Adventures of Joaquin Murieta* . . . by *Yellow Bird*, brought \$10,000, because it is the only available copy of this minor classic. All of this is by way of pointing out that readers of this report, and others with old Quaker publications in their attics, should not gain the impression from these paragraphs that they possess a potential gold mine.

A number of other important purchases were made during the year, paid for from the Grundy Fund and from other sources, including a grant from the Book Association of Friends. A few of the more interesting purchases are noted below.

Many collections of books, family papers, xerox copies of rare materials and archival material have also been added to the Quaker Collection during the period covered by this report. Those gifts which should be of special

interest to students of Quakerism are mentioned below, but many other gifts were also received. All donors are listed at the end of this report, and a complimentary copy is mailed to each of them.

EDWIN B. BRONNER
Curator of the Quaker Collection

SPECIAL ACQUISITIONS

Additions to five collections of family papers: the papers of Eli and Sybil Jones, the Henry Hartshorne Collection, the Edward Wanton Smith Collection, the William Bacon Evans Papers, and the Cope Family Papers.

Additional papers from the Archives of the American Friends Service Committee, relating to the history of American Quakerism since 1917.

Manuscript diaries of George Bacon, Greenwich, N. J., for the years 1813-1816 plus additional Bacon materials, from Margaret Bacon.

Letter written by Elbert Russell to delegates at the Five Years Meeting (1922), and a paper written by William P. Pinkham, "His Voice to Me, or Divine Guidance of a Believing Life," from Charles H. Brackett. (xerox copies)

Material about the building of the Florida Avenue Meetinghouse in Washington, D. C., during Herbert Hoover's presidency, from Elizabeth Brinton.

Three letters written by John Greenleaf Whittier (photostat), pamphlets, and other materials from Henry J. Cadbury.

Microfilm of the *Kansas Tribune* (Lawrence, Kansas), August 1, 1872 to February 16, 1873, about the founding of Kansas Yearly Meeting. The Newman Papers about Quaker settlements in Kansas, and the Papers of John Frederick Hanson, Norwegian Quaker, all from Errol T. Elliott. (xerox copies)

Papers of Chesterfield Monthly and Preparative Meetings, and Trenton Preparative Meeting, 1837-1956. Deposited by Edward M. and Hannah G. Hendrickson.

Accounts of work among Freedmen in the Richmond, Virginia, area in 1866 by Sarah S. Carter and Sara Cadbury, from Mary Hoxie Jones. (copies)

"The First Century of London Yearly Meeting, 1660-1761," an unpublished manuscript by Robert J. Leach. (xerox copy)

Papers of Alice Lewis Pearson (1872-1964), who taught in Japan for many years, and was prominent in mid-western and western Quaker concerns throughout her long and useful life, from Helen Perkins.

More than 60 reels of microfilm of the records of Philadelphia Yearly Meeting (Arch), from the Department of Records, 302 Arch Street.

Papers of Professor George A. Barton '82, including letters from Rufus M. Jones, from his widow, Mrs. T. Beach Platt.

Tape recording of Clarence Pickett's reminiscences, December, 1964, from his daughter, Rachel Stalnaker.

Papers written by Gilbert MacMaster, as well as other manuscript and printed materials, from Douglas V. Steere.

Material on Quakers in science compiled by Richard M. Sutton '22 while preparing for his Ward Lecture on the subject, from his widow, Grace L. Sutton.

Papers of the Emlen Institution covering the years 1839-1956. Placed in the Quaker Collection on permanent loan by George Vaux '30.

NOTABLE PURCHASES

William Stork and John Bartram: *An Account of East-Florida, with a Journal kept by John Bartram of Philadelphia* . . . (London, 1766). See notes above.

An important example of anti-Quakeriana, the *Works* of John Bunyan, published in 1736-37 (two volumes), the second edition. These handsome folio volumes include an essay entitled, "A Vindication of Gospel Truths, against the Quakers."

Jonathan Dickenson, *God's Protecting Providence* . . . (London, 1700). See notes above.

Five letters of Anna Dickinson (1842-1932), Quaker born suffragette, orator, actress and playwright.

A manuscript account of the imprisonment of three Quakers, John Hollingsworth, Charles Dingee, and Thomas Buckman, in 1778 at Lancaster, during the American Revolution.

A letter written by Joseph Lancaster (1778-1838), Quaker educator, to his daughter.

The translation of Cicero's *Cato Major*, prepared by James Logan and printed by Benjamin Franklin in Philadelphia in 1744. (First edition, second state). A superb example of the intellectual interests of this Quaker statesman-scholar.

A beautiful edition of S. Weir Mitchell's *Hugh Wynne: free Quaker*, in two volumes, with twelve plates by Howard Pyle in a separate envelope.

Manuscript poem written by Amelia Opie, dated April, 1824, and a manuscript quatrain by the same author, dated 6mo. 20, 1827.

Thomas Paine's *Common Sense* . . . (London, 1776), the first English edition of this important Revolutionary tract written by the Quaker born pamphleteer.

Bernard Picart, *The Religious Ceremonies and Customs of Several Nations of the World* . . . (London, 1731-39), 7 vol., which includes excellent engravings depicting Quakers in worship.

The first edition of *The Botanist* . . . (1811) by Benjamin Waterhouse, the Quaker physician in Boston who introduced smallpox vaccinations into the United States.

Map of Westmoreland County (England) in the seventeenth century, showing the location of many centers of Quakerism, and beautifully illustrated with engravings.

Letter written by John Greenleaf Whittier in 1886, in which he discussed his Quaker ancestors.

Several pieces of nineteenth century sheet music for which John Greenleaf Whittier wrote the lyrics, including: *Barbara Frietchie*; *The "Contra-Alt"* of Port Royal; and *Little Eva: Uncle Tom's Guardian Angel*.

The rare Quaker novel by Caleb Earl Wright, *The Legend of Bucks County* (Doylestown, Pa., 1887).





List of DONORS

Mrs. E. Page Allinson; American Friends Service Committee; Azusa Pacific College Library, California; Margaret H. Bacon; The Bacon Family; Lewis Benson; Herbert Bijur '32; Book Association of Friends; Hugh Borton '26; Elizabeth Brinton; Sarah W. Brinton; William F. Brinton '32; Charles H. Brackett; Peter Brock; Anne T. Bronner; Edwin B. Bronner '47; H. Tatnall Brown '23; Estate of Samuel J. Bunting, Jr.; Henry J. Cadbury '03; Paul S. Cadbury; Warder H. Cadbury '49; Harold Chance; John Norris Childs, Jr.; Estate of Bertha J. Clement; Robert A. Clement '38; Dr. Robert C. Clothier; Louis Coffin; Mrs. Forrest Comfort; Josephine Copithorne; Margaret Creese; Errol T. Elliott; Anna R. Evans; Edward W. Evans '02; Estate of William Bacon Evans; Elfrida Vipont Foulds; Friends Free Library, Germantown; Friends Historical Library; Friends Hospital; Friends Library, London; Faith O. Hastings; Haverford Friends Meeting; Edward M. Hendrickson '34 and Hannah G. Hendrickson; William L. Hires '49; Garrett S. Hoag '23; Dr. Herbert Hodgkin; Wayne E. Homan; A. E. Dick Howard; William R. Hughes; Holland Hunter '43; Mr. and Mrs. Wm. A. S. Ingram; Mrs. Richard Jenney; Jewish National and University Library, Jerusalem; Mary Hoxie Jones; John S. van E. Kohn; David Le Shana; Lower Merion Library Association; Eleanor R. McFarland; Margaret MacIntosh; Gertrude P. Marshall; Elliston P. Morris '22; Barrows Mussey '30; Mrs. Sidney O. Nicholson; Levi T. Pennington; Helen Perkins; Philadelphia Yearly Meeting, Department of Records; Mrs. T. Beach Platt; J. Edgar Rhoads; Arthur O. Roberts; Mrs. James Savery; Robert Schultz '23; Charles Coleman Sellers '25; Elmer L. Shaffer '15; Smiley Family; Miss Sarah A. G. Smith; Willman Spawn; Rachel P. Stalnaker; Douglas V. Steere; Mrs. Richard M. Sutton; Robert Sutton; Syracuse University Library; Charles M. Tatum '28; Dr. Robert C. Taylor; Howard Teaf; George Vaux '30; James F. Walker; S. Arthur Watson; Miss Dorcas Weston; Blanche M. Winslow and Caleb Winslow '11.



**HAVERFORD
COLLEGE
ATHLETICS
1966-1967**

DEPARTMENT OF PHYSICAL EDUCATION

HUGH BORTON, President

ROY E. RANDALL, Director
Head Coach of Baseball

WILLIAM DOCHERTY, JR., Head Coach of Football
Head Coach of Golf

ERNEST J. PRUDENTE, Head Coach of Basketball
Assistant Football Coach
Assistant Baseball Coach

NORMAN B. BRAMALL, Head Coach of Tennis
Assistant in Physical Education

HOWARD COMFORT, Head Coach of Cricket

FRANCIS E. DUNBAR, Head Coach of Cross Country and
Track

R. HENRI GORDON, Head Coach of Fencing

FREDERICK W. HARTMANN, Head Coach of Wrestling
Assistant in Physical Education

WARREN K. HORTON, Assistant Basketball Coach
Assistant Football Coach

JOHN A. LESTER, JR.; Assistant Soccer Coach

JOSEPH McQUILLAN, Head Coach of Swimming

JAMES MILLS, Head Coach of Soccer

RICHARD O. MORSCH, Trainer and Equipment Manager

HOWARD PRICE, Assistant in Physical Education

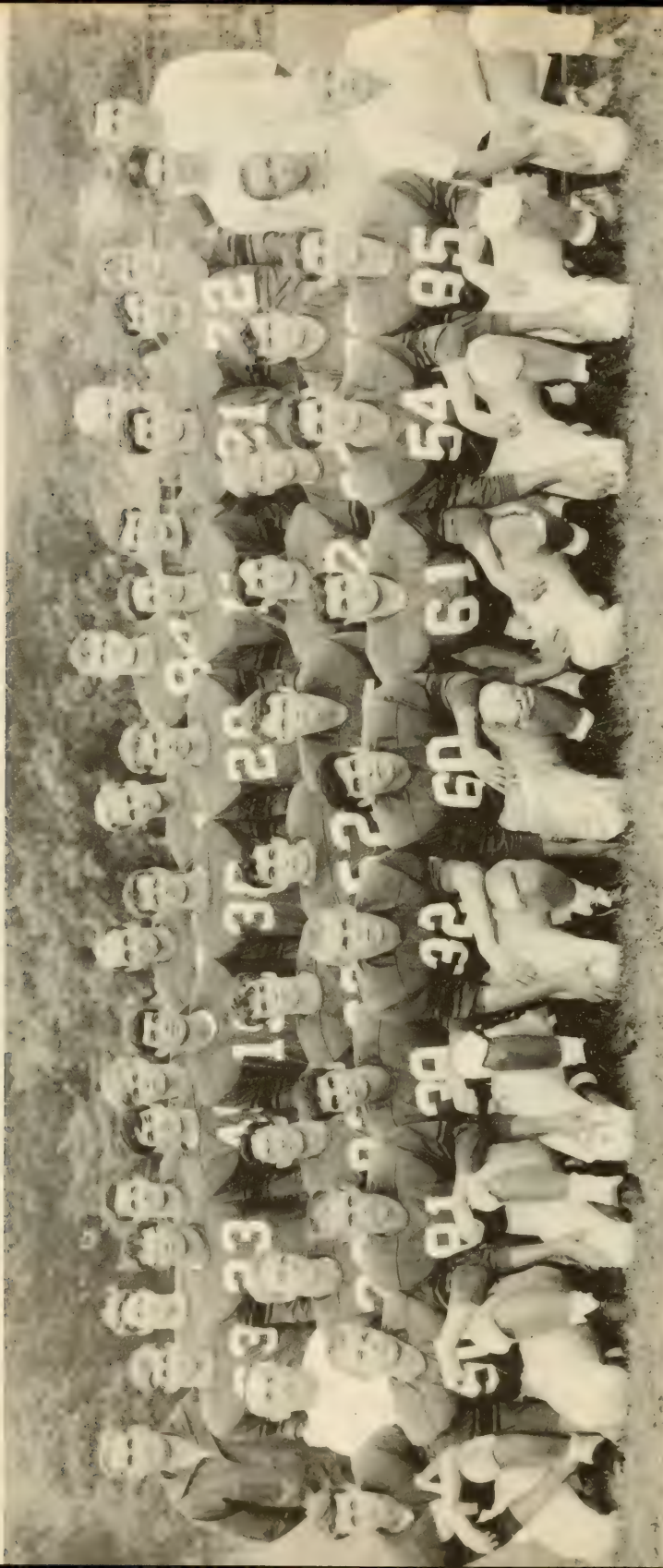
JACK A. RAFFAELE, Assistant Football Coach



Varsity Cup

"Sportsmanship...Leadership...Athletic Ability"

S. Sturgis Poorman, Jr.



FOOTBALL

Back: W. Docherty (Head Coach); J.T. Hough; P.T. Johnstone; D.J. Parsons; R.M. Herron; W.P. Loesche; K.A. Hicks; E.M. Sleeper; D. Wats; C.S. Colvin; E.J. Prudente (Line Coach)

Third: C.E. Kane; R.C. Hawley; S.A. Kelemen; D.B. Laffey; M.J. Schwenk; J.R. Gleeson; J.M. Sachs; S.S. Porrecca; V.F. Trapani; J. Raffaele (Backfield Coach)

Second: R.O. Morsch (Trainer); P.E. Batzell; S.M. Stokes; J.B. Ritter; J.D. Boggs; J.H. Reinhardt; J.M. Stevenson; W.P. Bickley; P.P. Szydluk; S.O. Bailey (Mgr)

Front: J.E. Alcock; L.E. Birdzell; J.B. Allen; H. Berliss; D.D. Urie (Co-Capt); L.S. Root (Co-Capt); F.A. Santoro; R.H. Lewis; E.A. Helme; T.B. Golding (Mgr)

FOOTBALL

Co-Captains:	DONALD D. URIE	'67
	LAWRENCE S. ROOT	'68
Manager:	STEVEN O. BAILEY	'69
Co-Captains	JAMES B. RITTER	'68
Elect:	LAWRENCE S. ROOT	'68
Coaches:	WILLIAM DOCHERTY, JR.	Head Coach
	ERNEST J. PRUDENTE	Line Coach
	WARREN K. HORTON	Assistant Coach
	JACK RAFFAELE	Backfield Coach

AWARDED FOOTBALL "H"

James E. Alcock	'68	William P. Loesche	'68
Steven O. Bailey	'69	David J. Parsons	'69
Peter E. Batzell	'68	Samuel S. Porrecca	'68
William P. Bickley	'69	James B. Ritter	'68
Joseph D. Boggs	'68	Lawrence S. Root	'68
Christopher S. Colvin ...	'70	Jan M. Sachs	'70
John R. Gleeson, III	'69	Frank A. Santoro	'69
Robert M. Herron	'69	Marshall J. Schwenk	'69
Kenneth A. Hicks	'70	Edward M. Sleeper	'69
John T. Hough	'68	Jeffrey M. Stevenson	'67
Peter T. Johnstone	'69	Frederick P. Szydlik	'67
Christopher E. Kane	'68	Vincent F. Trapani	'69
Daniel B. Laffey	'69	Donald D. Urie	'67
Richard H. Lewis	'70	David Watts	'67

ADA STEFFAN WRIGHT CUP Donald D. Urie

ALUMNI VARSITY CLUB AWARD Donald D. Urie

SEASON RECORD

Haverford	0	Delaware Valley	26
Haverford	12	Dickinson	24
Haverford	22	Johns Hopkins	13
Haverford	0	Rensselaer	57
Haverford	6	F & M	17
Haverford	13	Ursinus	19
Haverford	6	Swarthmore	42

Won: 1

Lost: 6

FOOTBALL (Continued)

AWARDED FOOTBALL NUMERALS

Jeffrey B. Allen	'70	Edward A. Helme	'69
Luther E. Birdzell, III..	'70	Scott A. Aelemen	'70
Timothy B. Golding	'69	Allen W. Stokes, Jr.	'69

STATISTICS

	<u>Times</u>	<u>Rushing</u> <u>Yards</u>	<u>Yards</u>	<u>Net</u>	<u>Average</u>
	<u>Carried</u>	<u>Gained</u>	<u>Lost</u>	<u>Gained</u>	<u>Carry</u>
Batzell	71	328	20	308	4.3
Forrecca	53	235	20	215	4.1
Urie	52	164	6	158	3.0
Sachs	42	163	49	114	2.7
Loesche	35	137	94	43	1.2
Gleeson	9	29	2	27	3.0
Laffey	3	5	13	-8	-2.6
Schwenk	1	0	0	0	

	<u>Forward Passing</u>				
	<u>Attempts</u>	<u>Comp.</u>	<u>%</u> <u>Comp.</u>	<u>Yards</u> <u>Gained</u>	<u>Had</u> <u>Intercep</u>
Sachs	87	34	39.0	376	6
Loesche	35	12	34.3	110	1
Golding	3	1	33.3	2	1
Laffey	8	1	12.5	1	1
Urie	2	0	0	-	-

	<u>Pass Receiving</u>		
	<u>No.</u> <u>Caught</u>	<u>Yards</u> <u>Gained</u>	<u>Points</u> <u>Scored</u>
Hicks	21	208	12
Batzell	8	169	12
Forrecca	8	81	0
Watts	1	13	0
Gleeson	3	12	0
Bickley	2	6	0
Sachs	3	0	0
Urie	2	-10	0

	<u>Punting</u>		
	<u>No.</u> <u>Punts</u>	<u>Yards</u> <u>Punted</u>	<u>Average</u>
Urie	50	1664	33.28

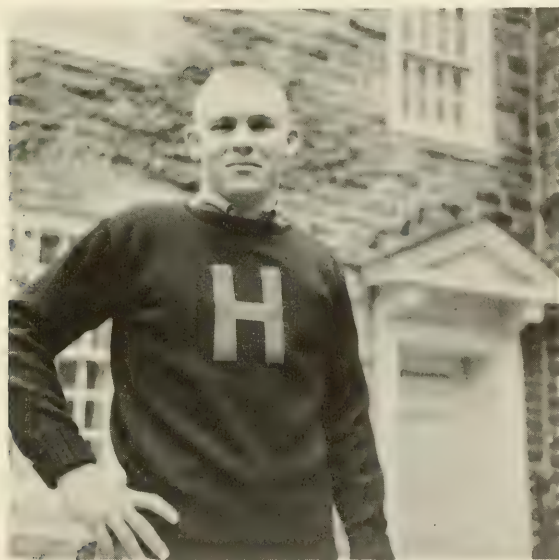
FOOTBALL (Continued)

Scoring

	<u>TDs</u>	<u>PAT Attempt</u>			<u>PAT Made</u>			<u>Points Scored</u>
		<u>Pass</u>	<u>Run</u>	<u>Kick</u>	<u>Pass</u>	<u>Run</u>	<u>Kick</u>	
Batzell	5	-	-	-	-	-	-	30
Hicks	2	-	-	-	-	-	-	12
Gleeson	1	-	-	-	-	-	-	6
Porrecca	1	-	-	-	-	-	-	6
Sachs	0	3	-	5	1	-	3	5
Loesche	0	-	1	-	-	0	-	0

Team Totals

	<u>Net Gain Rushing</u>	<u>Net Gain Passing</u>	<u>Total Offense</u>	<u>Points Scored</u>
Haverford	857	489	1346	59
Opponents	1225	1159	2384	198



DONALD D. URIE
Ada Steffan Wright Cup
and
Alumni Varsity Club Award



SOCCER

Back: C. McCandless; P.L. Reagan; F.G. Ralston; J.L. Speller; J. Mills (Head Coach); J.A. Lester (J.V. Coach); J.S. Sargent; C.E. Wilbur

Third: A. Das; H. Ottinger; G.F. Swanson; A.H.C. Chang; R. Ihrie; R.L. Cates; R.S. Anderson; S.L. Szerlip

Second: D.R. Ross; C.C. Dematatis; R.T. Martin; A. Braid; A.C. Servetnick; S.A. Jarocki; E.O. Smith

Front: J.F. Pyfer; R.V. Oulahan; S.S. Poorman (Co-Capt); J.K. Mackinnon (Co-Capt); F.J. Thompson; G.M. Leader

S. STURGIS POORMAN, JR.
Haverford College
Soccer Trophy



K. JAMES MACKINN
Alumni Varsity
Club Award

SOCCER

Co-Captains:	K. JAMES MACKINNON	'67
	S. STURGIS POORMAN	'67
Manager:	JOHN F. COOPER	'67
Co-Captains	ALAN C. SERVETNICK	'68
Elect:	GLENN F. SWANSON	'68
Coaches:	JAMES MILLS	Varsity Coach
	JOHN A. LESTER, Jr.	J.V.Coach

AWARDED SOCCER "H"

Renner S. Anderson	'68	Douglas Meiklejohn	'67
Amos H. C. Chang	'68	Harry Ottinger, III	'68
Aruneshwar Das	'70	S. Sturgis Poorman	'67
Stanley A. Jarocki	'69	Frederick G. Ralston ...	'69
G. Michael Leader	'67	Alan C. Servetnick	'68
K. James Mackinnon	'67	Eric O. Smith	'69
Robert T. Martin	'67	Glenn F. Swanson	'68
		F. John Thompson	'67

HAVERFORD COLLEGE SOCCER TROPHY
S. Sturgis Poorman

ALUMNI VARSITY CLUB AWARD
K. James Mackinnon

AWARDED VARSITY NUMERALS

Keith E. Langley	'69	Arthur D. Newkirk	'69
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SEASON RECORD

Haverford	1	*Pennsylvania	2
Haverford	3	*F & M	0
Haverford	2	Princeton	0
Haverford	3	*Moravian	0
Haverford	5	*Ursinus	1
Haverford	4	*Lehigh	1
Haverford	2	*Dickinson	1
Haverford	2	*Muhlenberg	0
Haverford	2	*Drexel	2
Haverford	8	*Stevens	0
Haverford	0	*Swarthmore	1

Season:	Won: 8	Lost: 2	Tied: 1
*League:	Won: 7	Lost: 2	Tied: 1

SOCCER (Continued)

INDIVIDUAL SCORING

S. Sturgis Poorman	17
Eric O. Smith	8
Alan C. Servetnick	3
Stanley A. Jarocki	2
F. John Thompson	1
Aruneshwar Das	1

AWARDED JUNIOR VARSITY NUMERALS

R. Bruce Aird	'70	Eric D. Lister	'70
Robert L. Cates	'67	Richard V. Oulahan	'67
Christopher C. Dematatis	'70	John F. Pyfer	'69
David H. Foster	'69	Peter L. Reagan	'68
David L. Hamilton	'70	Douglas R. Ross	'69
Duncan M. Hamilton	'70	John S. Sargent	'69
Marc J. Harrison	'70	Jeffrey L. Speller	'70
Robert Ihrie, Jr.	'70	G. Ralph Strohl	'70
Andrew M. Irving	'70	Alexis Swan	'70
Curtis T. Jones	'68	Sigurd L. Szerlip	'69

JUNIOR VARSITY SEASON RECORD

Haverford	0	Princeton	4
Haverford	5	Northeast Christian	0
Haverford	0	Penn Frosh	5
Haverford	2	Drexel	3
Haverford	1	Westtown	3
Haverford	0	Ursinus	2
Haverford	6	P.M.C.	0
Haverford	0	Haverford School	2
Haverford	3	Swarthmore	0

Won: 3

Lost: 6

CROSS COUNTRY

Captain:	SILAS LITTLE, III	'68
Manager:	PHILIP E. VAN NEWKIRK	'67
Captain Elect:	SILAS LITTLE, III	'68
Coach:	FRANCIS E. DUNBAR	



CROSS COUNTRY

Back: R.S. White; R.R. Greenfield; W.A. Hutchins; T.W. Welles; G.L. Bollinger; C. Grunfeld; M.J. O'Leary; J.F. Aldridge; J.W. Inslee; P. VanNewkirk (Mgr)

Second: F.E. Dunbar (Coach); W.S. Hoffman; A.M. Woodward; J.D. Nicholson; M.S. Barnett; D.G. Gamble; D.M. Roberts; J.E. Barrett

Front: H.D. Mason; R.K. Gifford; S.M. Rolfe; H.E. Stine; M.E. Snyder; S. Little (Capt)



SILAS LITTLE, III
Haddleton Award

CROSS COUNTRY

	F & M	P.M.C.	Moravian	Lafayette	J. Hopkins	Drexel	Albright	Lehigh	Dickinson	Ursinus	Muhlenberg	Swarthmore	Total Points	No. meets particip.	No. meets scored in
*Silas Little, III '68	2	2	2	6	1	1	1	2	1	1	1	1	21	12	12
*Robert S. White '69	2	2	4	9	3	6	4	8	3	4	3	3	61	12	12
*Stephen M. Rolfe '69	8	9	5	10	5	9	3	7	5	5	4	6	76	12	12
*Galen Bollinger '68	6	6	3	8	2	2	2	6	8	2	2	4	43	11	11
*Maurice O'Leary '70	0	0	(7)	0	4	8	5	11	-	7	5	7	55	12	9
nH. Denning Mason '69	0	0	(8)	0	0	0	(6)	0	10	(11)	(7)	0	10	5	5
*Robert K. Gifford '68	0	0	(8)	11	(7)	0	(6)	0	0	(10)	(6)	0	17	12	3
nMartin T. Fuller '70	0	0	6	0	(6)	(10)	(7)	0	-	-	-	-	0	2	2
nWilliam A. Hutchins '70	-	4	0	0	-	-	-	-	-	-	-	-	7	0	0
nAlbert M. Woodward '70	3	-	0	0	0	0	0	0	0	0	0	0	0	10	0
Jay E. Barrett '69	-	-	0	0	-	0	0	0	0	0	0	0	0	6	0
Michael E. Snyder '70	-	-	0	0	0	0	-	-	-	-	-	-	0	5	0
Carl Grunfeld '68	-	-	0	0	-	-	-	-	-	-	-	-	0	2	0
Howard E. Stine '67	-	-	0	0	-	-	-	-	-	-	-	-	0	4	0
Michael E. Bratman '67	0	0	0	0	-	-	-	-	-	-	-	-	0	2	0
Michael M. Wodlinger '69	-	-	0	0	-	-	-	-	-	-	-	-	0	2	0
*Philip E. VanNewkirk '67	-	-	-	-	-	-	0	0	-	-	-	-	0	2	0
(Manager)															

HAVERFORD

Opponents

26	28	20	44	15	26	15	34	27	19	15	21
29	27	43	15	50	30	50	22	28	38	50	34

Won: 9

Lost: 3

*Letter winners
nNumerals winners

() Displaced
Points indicate finishing position.

BASKETBALL

Captain:	MICHAEL E. BRATMAN	'67
Manager:	HERBERT V. FREY	'68
Captain Elect:	STANLEY A. JAROCKI	'69
Coaches:	ERNEST J. PRUDENTE	Head Coach
	WARREN K. HORTON	J.V. Coach



BASKETBALL

Back: W.K. Horton (J.V. Coach); A.D. Newkirk; B.C. Iacobucci; S.O. Bailey; H.V. Frey (Mgr)
 Second: R.O. Morsch (Trainer); D.M. McConnell; K.C. Edgar; M.S. Barnett; E.J. Prudente (Coach)
 Front: E.C. Brown; M.E. Bratman (Capt); S.A. Jarocki; R.D. Gorchov



MICHAEL E. BRATMAN
 Bennett S. Cooper
 Basketball Trophy

BASKETBALL		TOTAL PTS.											
Pharmacy°	15	12	8	0	-	-	2	6	0	0	1	0	0
J. Hopkins	7	28	10	3	6	0	0	4	3	0	0	0	(Manager)
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-
Del. Valley	23	16	9	12	6	7	1	8	0	0	-	-	-
Stevens	14	6	15	5	13	5	2	0	-	2	-	-	-
Ursinus	17	2	6	7	11	3	7	1	-	-	2	-	-
P. M. C.	13	22	12	6	15	4	-	2	4	2	0	0	-
Moravian	16	4	5	6	25	7	-	3	2	0	0	0	-

Won:	5	Lost:	12
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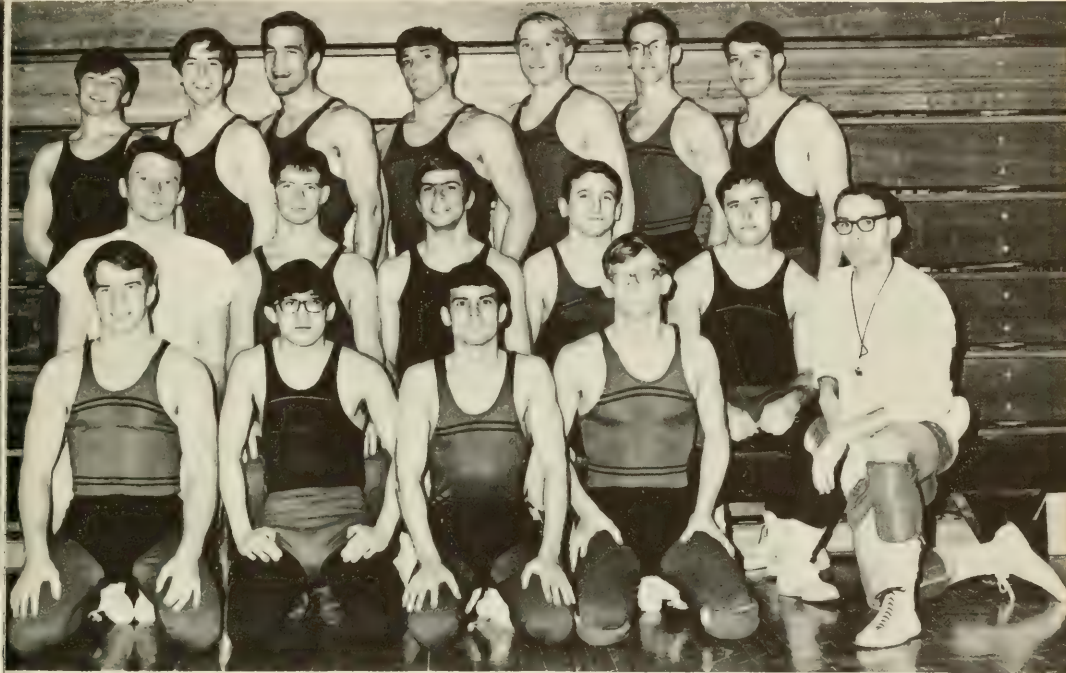
Steven P. Aust '70
James W. Davidson '68
Robert S. Fried '69

Charles A. Shields ..	'70
Donald B. Thompson ..	'70
Charles S. Whitmore ..	'70

◦ Non-league game

WRESTLING

Captain:	TIMOTHY L. LOOSE	'68
Captain Elect:	TIMOTHY L. LOOSE	'68
Coach:	FREDERICK W. HARTMANN	



WRESTLING

Back: J.R. Dye; W.A. Phillips; L. Taylor; C.S. Colvin; T.B. Golding; D.A. Hart; S.L. Szerlip
 Middle: J.H. Reinhardt; M.J. Schwenk; W.M. Yates; J.M. Barbis; R.C. Hawley
 Front: R.H. Hamilton; M.K. Shimoda; T.L. Loose (Capt); D.R. Ross; F.W. Hartmann (Coach)



TIMOTHY L. LOOSE
Allan C. Hale Award

WRESTLING

	Drew	J. Hopkins	Ursinus	Drexel	Albright	P. M. C.	Glassboro	Wagner	Swarthmore	Points	Meets particip.	Average points
										W L		
*William M. Yates '69	5-0	3-0	2-2	3-0	3-0	5-0	3-0	3-0	3-0	30-2	9	3.3
*Timothy L. Loose '68	5-0	3-0	0-3	3-0	3-0	5-0	3-0	5-0	3-0	30-3	9	3.3
*Donald A. Hart '68	5-0	-	3-0	3-0	5-0	5-0	5-0	3-0	0-3	29-3	8	3.6
*Douglas R. Ross '69	5-0	3-0	5-0	0-3	3-0	3-0	0-3	5-0	0-3	24-9	9	2.6
*Lawrence Taylor, Jr. '69..	-	5-0	5-0	-	3-0	-	3-0	3-0	0-3	19-3	6	3.1
*Christopher S. Colvin '70.	5-0	-	5-0	0-3	0-3	3-0	3-0	3-0	0-3	19-9	8	2.4
*Richard H. Hamilton '68 ..	5-0	2-2	-	0-3	-	5-0	0-3	-	0-3	12-11	6	2.0
*Timothy B. Golding '69 ...	5-0	5-0	-	0-3	-	0-3	2-2	0-3	0-3	12-14	7	1.7
*John M. Barbis '70	0-3	3-0	0-5	-	0-3	-	-	3-0	3-0	9-11	6	1.5
*Marshall J. Schwenk '69 ..	-	3-0	0-5	0-5	0-3	5-0	0-3	0-3	-	8-19	7	1.1
Marc J. Harrison '70	5-0	0-3	0-3	0-3	0-3	0-5	-	-	-	5-17	6	0.8
Haverford	40	27	20	9	17	31	19	25	9			
Opponents	3	5	18	20	12	8	11	6	18			

Won: 7 Lost: 2

Awarded Junior Varsity Numerals

Eduardo C. Baranano....'69
John R. Dye'70

Robert C. Hawley.....'69
Spencer H. Hipp'69
Mark K. Shimoda'69

Sigurd L. Szerlip'69
Jerry G. Toth'70

*Letter winner

FENCING

Captain:	PETER J. GOLDMARK	'67
Manager:	JAMES F. MULLOOLY	'68
Captain Elect:	ALAN S. de COURCY	'68
Manager Elect:	JAMES F. MULLOOLY	'68
Coach:	R. HENRI GORDON	



FENCING:

Back: R.H. Gordon (Coach; A.S. DeCourcy; M.J. Pryor; C.L. Lane; S.H. Laffey
 Front: S.W. Cropper; T.M. Kowal; P.J. Goldmark (Capt); T.N. Gantz; R.C. Pappas

FENCING

FENCING										
WEAPON	Princeton	Temple	Lafayette	Muhlenberg	Lehigh	Drew	Rutgers	J. Hopkins	BOUITS WON	BOUITS LOST
*Trenton K. Ruebush '67	1-2	3-0	2-1	1-2	3-0	2-1	-	2-0	14	6
*Peter J. Goldmark '67	1-2	1-2	2-1	1-2	2-1	2-1	2-1	2-1	14	10
*Stephen H. Laffey '67	1-2	2-1	1-2	2-1	1-2	2-1	0-3	1-2	10	14
nMiguel J. Pryor '69	-	0-3	1-2	2-1	2-1	2-1	1-2	1-2	9	12
*Timothy N. Gantz '67	0-3	1-2	2-1	1-2	1-2	1-2	1-2	1-2	8	16
nRobert P. Feinland '67	-	-	1-2	2-1	2-1	1-2	-	1-2	7	8
nThomas M. Kowal '69	0-3	1-2	1-2	2-1	0-3	1-2	0-3	1-2	6	18
nStephen W. Cropper '69	1-2	0-3	0-3	1-2	0-3	1-2	0-3	1-2	4	20
nChristopher L. Lane '69	-	0-3	-	-	-	1-2	1-2	0-1	2	8
nW. Stanley White '69	0-3	-	-	-	1-2	-	0-3	1-2	2	10
Alan S. DeCourcy '68	-	-	2-1	0-3	-	-	-	-	1	5
nRichard C. Pappas '69	0-3	-	-	-	-	-	1-2	-	1	2
Joseph T. Rivers '68	1-2	-	-	-	-	-	-	-	1	2
nWinston G. Gresov '68	-	0-3	-	-	-	-	-	-	0	3
*James F. Mullooly '68	(Manager)									
HAVERFORD	5	8	12	13	12	13	6	11		
Opponents	22	19	15	14	15	14	21	16		
Won: 0 Lost: 8										

Awarded Junior Varsity Numerals

Michael L. Humphries '70
 Christian R. Richards '70
 J. Heywood Sloane '70
 W. Stanley White '69

*Letter winner

nNumerals winner

SWIMMING

Captain:	DAVID L. WILSON	'67
Manager:	JOHN F. PYFER	'69
Co-Captains Elect:	E. DALE ADKINS	'68
	PHILIP N. PRITCHARD	'69
Manager Elect:	JOHN F. PYFER	'69
Coach:	JOSEPH McQUILLAN	



SWIMMING

Back: J.F. Pyfer (Mgr); J. McQuillan (Coach); J.W. Turner; C.G. Wilson; R.H. Anderman; P.L. Reagan; G.R. Strohl; R.H. Kimball; M.F. Brisselli

Front: P.N. Pritchard; D.M. Rothstein; E.D. Adkins; D.L. Wilson (Capt); J.A. Dickinson; A.S. Tucker; C.Y. Lu

SWIMMING

SWIMMING		Dive																																			
*C. Geoffrey Wilson '70 ...	8	3	5	8	8	4	6	3	5	7	6	63	200 Indiv.	3	35	200 Fly	6	24	200 Back	3	25	200 Breast	19	500 Free	8	5	8	200 Free	3	5	100 Free	29	22	50 Free	22	37	37
*David M. Rothstein '70 ...	4	-	2	5	2	10	6	6	5	6	10	56		-	3	8	-	6	-	-	-	-	-	19	3	8	-	3	5	13	-	-	-	-	24	-	
*Michael F. Briselli '70 ...	8	6	3	-	3	5	11	-	5	5	8	54		-	5	8	-	-	3	-	-	-	-	8	-	8	-	5	10	-	-	-	-	-	-	-	
*Philip N. Pritchard '69 ..	3	1	3	5	5	3	5	1	3	3	22	54		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*Arthur S. Tucker '70	4	3	4	5	5	0	3	5	5	3	14	51		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*Joseph A. Dickinson '70 ..	5	3	5	5	5	3	-	3	5	3	-	37		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*David L. Wilson '67	4	-	-	5	3	6	4	0	-	5	8	35		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*E. Dale Adkins '68	3	7	1	3	4	1	1	1	6	2	4	33		-	-	8	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*Christopher Y. Lu '70	-	-	-	-	6	4	3	1	3	4	10	31		-	3	5	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*Robert H. Anderman '70 ...	2	5	1	4	1	3	0	4	6	0	2	28		-	-	.4	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*Malcolm R. Burns '68	-	5	5	6	-	-	5	-	-	-	-	21		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
nG. Ralph Strohl '70	-	-	-	0	-	-	-	1	2	-	2	5		1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
nPeter L. Reagan '68	-	1	0	0	-	0	0	-	-	0	2	3		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
nRobert H. Kimball '69	-	-	-	1	-	-	-	-	-	-	-	1		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
nJames W. Turner '68	0	-	0	-	0	-	-	-	-	-	0	0		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

*John N. Pyfer '69 (Manager)

HAVERFORD 41 34 29 61 56 53 51 25 59 52

Opponents 51 60 66 33 38 42 43 67 32 43

Won: 6 Lost: 4

*Letter winner nNumerals winner

**Relay points - participants awarded 2 points each per winning relay.

SWIMMING (Continued)

College Records

50 yd. Freestyle

David M. Rothstein '70	24.7	Swarthmore	2-24-67
David L. Wilson '67	24.9	MASCAC (Trials)	3-5-66
William P. Loesche '68	25.3	Swarthmore	2-24-65

100 yd. Freestyle

Lawrence M. Russell '68	54.2	Swarthmore	2-24-65
Thomas E. Christy '66	59.4	Textile	2-20-64
Richard L. Adelman '65	1:01.1	Swarthmore	2-7-62

200 yd. Freestyle

Lawrence M. Russell '68	2:08.4	Drexel	2-5-65
David K. Leonard '63	2:13.7	Drexel	1-17-62

500 yd. Freestyle

Lawrence M. Russell '68	6:17.6	Textile	2-10-65
Ian O. Youman '65	6:32.6	P.M.C.	1-6-65
David K. Leonard '63	7:00.3	Drexel	1-16-63

200 yd. Breaststroke

Malcolm R. Burns '68	2:32.2	MASCAC (3rd)	3-5-66
Malcolm R. Burns '68	2:36.8	Swarthmore	2-24-65
S. Stanley Young '66	2:52.6	Temple	2-20-63

200 yd. Backstroke

David L. Wilson '67	2:31.4	Textile	2-10-65
David L. Wilson '67	2:34.6	Drexel	2-8-64
James G.M. Weyand '62	2:37.8	Temple	2-21-62

200 yd. Butterfly

Michael F. Briselli '70	2:26.7	MASCAC (4th)	3-4-67
Richard A. Lightbody '69	2:38.5	Textile	2-9-66
S. Stanley Young '66	2:46.0	Drexel	2-9-63

200 yd. Individ. Medley

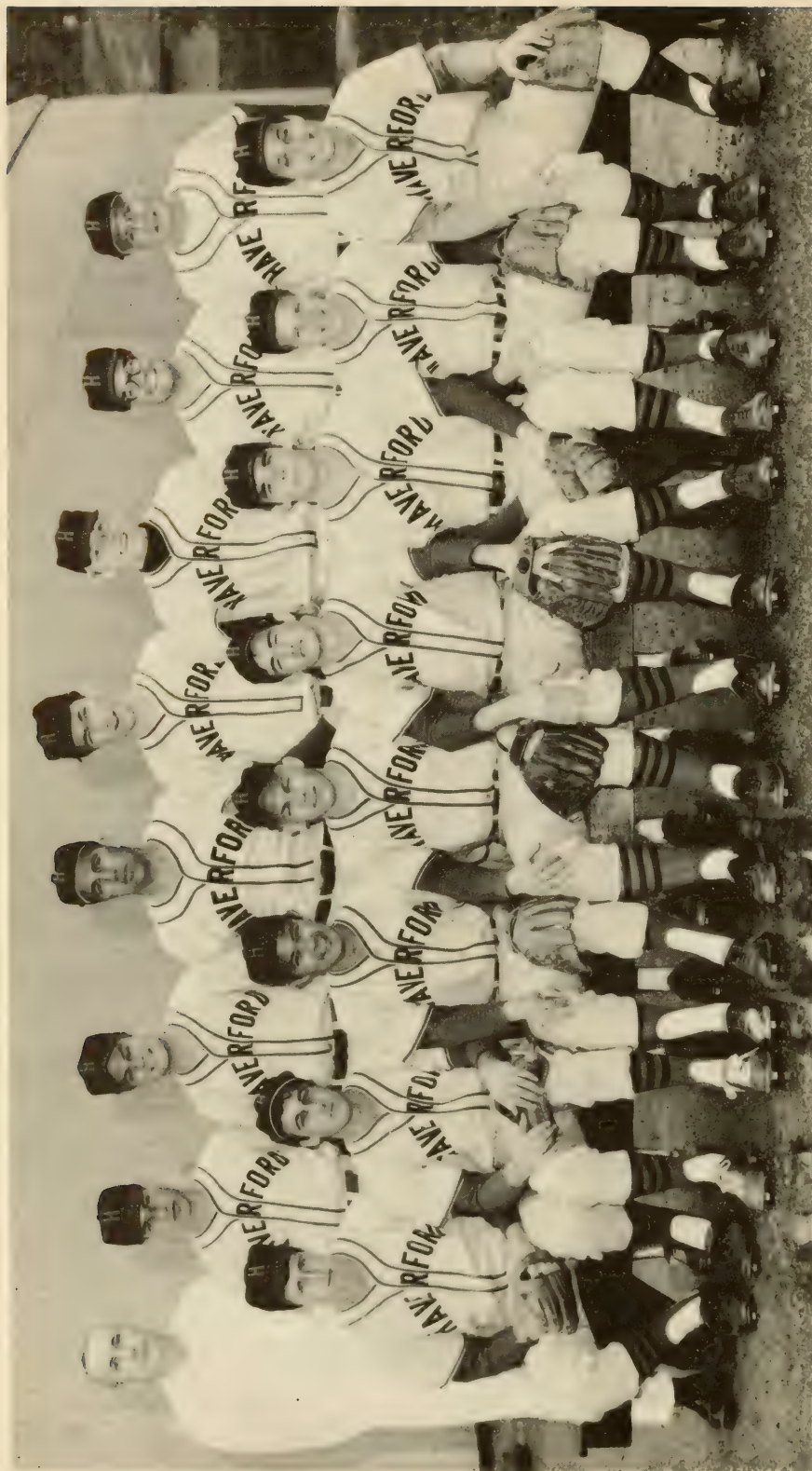
S. Stanley Young '66	2:30.2	Drexel	2-8-64
Thomas E. Christy '66	2:42.4	Drexel	2-9-63
James G.M. Weyand '62	2:50.3	P.M.C.	1-10-62

400 yd. Freestyle Relay

Christopher Y. Lu '70)			
Arthur S. Tucker '70)			
Michael F. Briselli '70)	3:40.8	MASCAC (4th)	3-4-67
Philip N. Pritchard '69)			
Richard A. Lightbody '69)			
Philip N. Pritchard '69)			
E. Dale Adkins '68)	3:50.0	MASCAC (6th)	3-5-66
Richard L. Grossman '66)			

400 yd. Medley Relay

David L. Wilson '67)			
Arthur S. Tucker '70)			
Michael F. Briselli '70)	4:13.7	MASCAC (5th)	3-4-67
Philip N. Pritchard '69)			
David L. Wilson '67)			
Malcolm R. Burns '68)			
Richard A. Lightbody '69)	4:20.5	Drexel	1-14-66
Richard L. Grossman '66)			



BASEBALL

Back: R.O. Morsch (Trainer); J.M. Sachs; C.S. Saxer; E.J. Prudente (J.V. Coach); D.B. Thompson;
T.B. Golding; J.F. Eyer; R.E. Randall (Coach)
Front: J.E. Alcock; R.E. Primack; A.H.C. Chang; D.D. Urie (Co-Capt); S.S. Poorman (Co-Capt);
J.B. Ritter; G.F. Swanson; E.O. Smith

BASEBALL

Co-Captains: S. STURGIS POORMAN, JR.'67
DONALD D. URIE '67

Captain Elect: STANLEY A. JAROCKI '69

Coaches: ROY E. RANDALL Head Coach
ERNEST J. PRUDENTE Asst. Coach

AWARDED BASEBALL "H"

James E. Alcock '68	James B. Ritter '68
Amos H. C. Chang '68	Jan M. Sachs '70
Kenneth C. Edgar '69	Eric O. Smith '69
Timothy B. Golding '69	Glenn F. Swanson '68
Stanley A. Jarocki '69	Donald B. Thompson '70
S. Sturgis Poorman '67	Vincent F. Trapani '69
Robert E. Primack '68	Donald D. Urie '67

GEORGE HAINES BUZBY AWARD

S. Sturgis Poorman, Jr. Donald D. Urie

ALUMNI VARSITY CLUB AWARD

S. Sturgis Poorman, Jr.

AWARDED BASEBALL NUMERALS

Stephen J. Callahan '70	John F. Pyfer, Jr. '69
David H. Foster '69	Douglas R. Ross '69
Bertram C. Frey '69	Craig S. Saxer '69
Herbert V. Frey '68	James P. Sites '70
Keith E. Langley '69	G. Ralph Strohl '70
William C. Tompsett '70	

VARSITY SEASON RECORD

Haverford 3	Ursinus 11
Haverford 6	Drexel 9
Haverford 5	Drexel 6
Haverford 5	F & M 6
Haverford 13	La Salle 5
Haverford 8	P. M. C. 12
Haverford Rain	St. Joseph's -
Haverford 11	Pharmacy 0
Haverford 2	Muhlenberg 4
Haverford 3	Swarthmore 5
Haverford 3	P. M. C. 15
Haverford 7	Ursinus 3

Won: 3

Lost: 8

BASEBALL	Batting										Fielding				
	G	AB	R	H	W	2B	3B	HR	SB	RBI	Avg.	PO	Asst	Er	Avg.
Jarocki, OF	5	46	12	16	5	1	2	1	5	8	.348	13	0	2	.867
1b	6											26	2	0	1.000
Swanson, 2b	11	31	9	9	5	1	1	0	2	5	.290	40	22	9	.873
Poorman, SS	5	46	8	13	6	2	0	1	4	11	.283	16	24	5	.889
OF	6											9	2	1	.917
P	1											1	0	0	1.000
Urie, P	7	42	3	10	10	2	1	1	0	9	.238	3	13	0	1.000
OF	2											5	3	3	.727
1b	2											24	9	1	.960
Chang, P	6	18	1	4	0	1	0	0	0	2	.222	0	10	1	.909
Primack, OF	1	24	2	5	7	0	0	0	0	3	.208	2	1	1	.750
3b	1											2	4	1	.857
C	8											10	4	3	.824
Sachs, SS	6	39	6	8	7	0	3	0	1	5	.205	7	22	3	.906
3b	5											2	19	3	.875
Golding, P	7	5	0	1	0	0	0	0	0	0	.200	2	1	1	.750
Trapani, OF	1	16	2	3	0	0	0	0	0	1	.188	1	0	0	1.000
C	5											12	3	2	.882
Smith, OF	5	38	8	6	8	0	0	0	3	0	.158	6	0	0	1.000
C	5											26	7	1	.971
Thompson, 2b	1	19	3	3	1	0	0	0	1	3	.158	1	0	0	1.000
1b	2											11	0	0	1.000
3b	2											7	14	3	.875
Alcock, OF	7	19	2	2	2	0	0	0	0	2	.105	7	0	3	.700
Ritter, OF	1	20	3	2	3	0	0	0	1	1	.100	0	1	0	1.000
1b	6											45	2	2	.959

BASEBALL (cont)	Batting										Fielding			
	G	AB	R	H	W	2B	3B	HR	SB	RBI	PO	Asst	Er	Avg.
Edgar, P	2	6	6	0	0	0	0	0	5	0	1	2	1	.750
OF	1										1	0	0	1.000
Saxer, OF	2	2	0	0	0	0	0	0	0	0	-	-	-	-
HAVERFORD	11	361	65	83	54	7	7	3	22	50	285	156	46	.906
Opponents	11	381	76	92	44	13	4	7	19	57	291	140	45	.905

Pitching

	G	IP	H	R	ER	BB	K	ERA
Poorman	1	1	0	0	0	1	0	0.00
Golding	7	11-1/3	7	14	2	16	3	1.59
Edgar	5	6-1/3	5	6	2	7	1	2.84
Urie	7	43-2/3	40	26	15	6	28	3.09
Chang	6	32-2/3	40	30	17	14	7	0.50
HAVERFORD.....	11	95	92	76	36	44	39	3.41
Opponents	11	97	83	65	36	54	64	3.34

GEORGE HAINES BUZBY AWARD

S. Sturgis Poorman, Jr. (Left)
Donald D. Urie (Right)



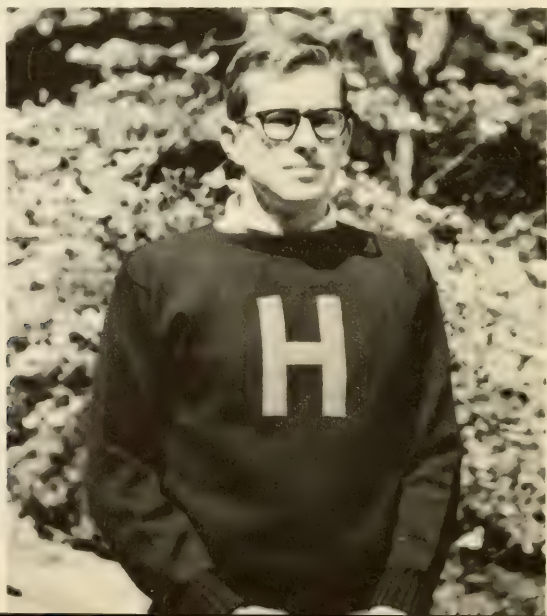


TRACK

Back: H.D. Mason; R.K. Jarvis; E.D. Melby; J.E. Barrett; W.B. Geffer.

Middle: F.E. Dunbar (Coach); V.R. Senecal; J.C. Ottenberg; R.S. Singley (Co-Capt); C.C. Dematatis;
C. Grunfeld

Front: S.M. Rolfe; S. Little; M.E. Snyder; W.A. Hutchins; T.H. Trapnell (Co-Capt)



SILAS LITTLE, III
Walton Cup

TRACK

Co-Captains: ROBERT S. SINGLEY '67
 THOMAS H. TRAPNELL '67

Captain Elect: SILAS LITTLE, III '68

Coach: FRANCIS E. DUNBAR

	Ursinus	Lycoming/ Albright	Lehigh	Swarthmore	F & M	Muhlenberg	P. M. C.	Relay pts.	TOTAL POINTS
*Silas Little, III '68	6	10	8	10	8	8	6	-	56
*Samuel S. Porrecca '68 ...	8	2	2	8	6	13	3	-	42
*Richard K. Jarvis '70	1	3	4	6	8	4	8	4	38
*Vance R. Senecal '67 5	3	6	1	3	8	1½	-	-	27½
*Robert S. White '69 1	5	5	3	4	4	-	4	-	26
*William A. Hutchins '70 .. 3	5	3	3	6	4	1	-	-	25
*Stephen M. Rolfe '69 -	3	1	1	4	4	3	4	-	20
*Michael E. Snyder '70 1	1	3	3	5	3	0	4	-	20
*Robert S. Singley '67 3	-	-	1	2	10	3½	-	-	19½
*John S. Sargent '69 -	-	1	3	3	8	3	-	-	18
*Thomas H. Trapnell '67 ... -	-	8	-	8	1	-	-	-	17
*Albert M. Woodward '70 ... 1	-	-	3	3	6	-	-	-	13
*Kenneth A. Hicks '70 1	2	-	1	1	6	1	-	-	12
*Lawrence S. Root '68 -	3	3	3	-	3	-	-	-	12
ⁿ John C. Ottenberg '70 -	1	-	1	-	2	4	-	-	8
ⁿ Brewster W. Fay '68 3	-	1	-	1	-	1	-	-	6
ⁿ Galen L. Bollinger '67 ... -	-	1	-	1	1	-	2	-	5
ⁿ Eric D. Melby '70 ½	-	-	-	-	-	1	-	-	1½
Christopher C. Dematatis '70 -	-	-	-	-	-	1	-	-	1
ⁿ Mack C. Lindsey '69 -	-	1	-	-	-	-	-	-	1
Timothy L. Loose '68 -	-	-	-	-	1	-	-	-	1
ⁿ Jonathan B. Warren '70 ... -	-	-	-	-	1	-	-	-	1
*Robert K. Gifford '68 (Manager)									

Relay Points	0	5	0	0	0	5	0
HAVERFORD	33½	43	48	47	63	94	37
Opponents	106½	181	92	93	75	46	105
		A49					

Won: 1 Lost: 6

TRACK (Continued)
Varsity Individual Point Summary

	440 IH	1 Mile	440	100	120 HH	880	220	2 Mile	Discus	Javelin	P.Vault	Shotput	High Jump	Broad Jump	Triple Jump	Relays	TOTAL POINTS
Little	-	31	-	-	-	5	-	20	-	-	-	-	-	1	-	-	56
Porrecca	-	-	-	22	-	-	15	-	-	-	-	-	-	-	4	-	42
Jarvis	-	-	3½	-	21	-	-	-	-	-	-	-	15	-	-	2	38
Senecal	-	-	-	-	-	22	-	1	-	23	-	-	-	-	-	4	27½
White	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	26
Hutchins	-	16	-	-	-	16	-	-	-	-	-	-	-	-	-	4	25
Rolfe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	20
Snyder	2	-	14	-	9	-	-	-	-	-	-	-	-	-	-	4	20
Singley	10½	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19½
Sargent	-	-	-	-	9	-	-	-	-	13	-	-	-	5	-	-	18
Trapnell	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17
Woodward	-	3	-	-	-	-	-	10	-	-	-	-	-	-	-	-	13
Hicks	-	-	-	-	-	-	-	-	5	-	-	-	-	-	7	-	12
Root	-	-	-	-	-	-	-	-	-	-	-	12	-	-	-	-	12
Ottenberg	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	8
Fay	-	-	-	-	-	-	5	-	6	-	-	-	-	-	-	-	6
Bollinger	-	-	3	½	-	-	1	-	-	-	-	-	-	-	-	2	5
Melby	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1½
Dematatis	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Lindsey	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	1
Loose	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Mason	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Warren	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1

COLLEGE TRACK RECORDS

<u>Event</u>	<u>Time</u>		<u>Date</u>
Two Mile Run	9:53.6	Silas Little '68	4-16-66
	9:57.7	James R. Grosholz '49	5-19-48
	10:2.1	David M. Poole, '42	5-16-42
One Mile Run	4:20.0	James R. Grosholz '49	5-3-47
	4:26.5	David M. Poole '42	5-9-42
	4:26.5	Walter C. Falconer '42	5-1-42
880 yd. Run	1:51.2	James R. Grosholz '49	6-18-49
	1:58.1	Walter C. Falconer '42	5-14-40
	2:00.8	Robert F. Edgar '31	5-22-31
440 Yd. Dash	49.7	James R. Grosholz '49	5-3-49
	50.2	Walter Palmer '10	1910
220 Yd. Dash	21.7	Malcolm L. Goggin '60	4-27-60
	21.8	Frederick D. Tabbutt '53	5-5-53
	22.0	Herbert K. Ensworth '29	5-12-28
100 Yd. Dash	9.9	P. Donald Hopkins '57	5-14-55
	9.9	Eli B. Halpern '52	5-12-49
	9.9	Joseph C. Wingerd '39	5-19-38
220 Low Hurdles	24.3	Werner E. Muller '60	4-27-60
	24.4	Frederick D. Tabbutt '53	5-5-53
	24.4	Harry H. Derr, III '39	5-19-38
120 High Hurdles	15.2	Frederick D. Tabbutt '53	5-16-53
	15.4	J. Morris Evans '43	5-13-42
	15.4	Thomas B. Steiger '39	5-20-39
One Mile Relay	3:25.6	Samuel M. Snipes '41	4-26-40
		John T. Sharkey '40	
		Lewis L. Janney '40	
		Walter C. Falconer '42	

	<u>Distance</u>		
Shot Put	46'5½"	J. Howard Morris, Jr. '30	4-26-30
	41'8"	Francis M. Froelicher '13	1912
	37'8"	W. W. Hall '02	1899
Discus	146'¼"	J. Howard Morris, Jr. '30	5-24-29
	134'9-3/8"	Raymond M. Thomas '25	5-23-25
	118'8"	James L. Pierce '21	1919
Javelin	238'11½"	Stuart L. Levitt '63	6-14-63
	195'9"	Eric J. Harrison '58	4-23-58
	187'11½"	Mark H. Randall '58	4-21-56
Pole Vault	12'11½"	E. J. Baylis Thomas '54	4-27-54
	12'9"	John M. Hume '51	5-11-51
	12'4"	Gifford P. Foley '32	5-21-32
High Jump	6'2¾"	Sturgis S. Poorman '37	5-25-35
	6'1"	Edward B. Conklin '99	-
Broad Jump	23'7-1/8"	Allan C. Thomas, Jr. '28	5-25-28
	22'½"	William D. Rogers '25	5-16-25
	21'10¾"	Victor A. Lamberti '26	5-16-25

TENNIS

Captain:	DOUGLAS MEIKLEJOHN '67
Manager:	CHRISTOPHER McCANDLESS '67
Captain Elect:	ROBERT A. SWIFT '68
Coach:	NORMAN B. BRAMALL



TENNIS

Back: C. McCandless (Mgr); R.O. Stern; R.A. Swift; D.R. Delthony;
 N.B. Bramall (Coach)

Front: A.T. Aladjem; D. Koteen; D. Meiklejohn (Capt); S. Grief

THE VIRGINIA CUP
 1966 and 1967

Robert O. Stern

TENNIS

EVENT											TOTAL POINTS
*Robert O. Stern '69	S	D									12
*Stephen Grief '67	S	D									11½
*Robert A. Swift '68	S	D									11½
*Douglas Meiklejohn '67 ..	S	D									10½
*David R. Delthony '68	S	D									9
*David Koteen '67	S	D									7
*Albert T. Aladjem '67	S	D									3½
*Christopher McCandless '67											
Haverford											
Opponents											
Ursinus	1 ½										
Drexel	1 ½										
F & M	0 ½										
Swarthmore	0 ½										
La Salle										
J. Hopkins	1 ½										
Lafayette	1 ½										
Lehigh	1 -										
Muhlenberg	1 -										
Dickinson	1 -										
Moravian	1 -										

Awarded Junior Varsity Numerals

Thomas C. Bretl	'68	Peter W. Tobey	'70
France H. Conroy	'70	Timothy W. Welles ...	'68

*Letter winner

S = Singles

D = Doubles

GOLF

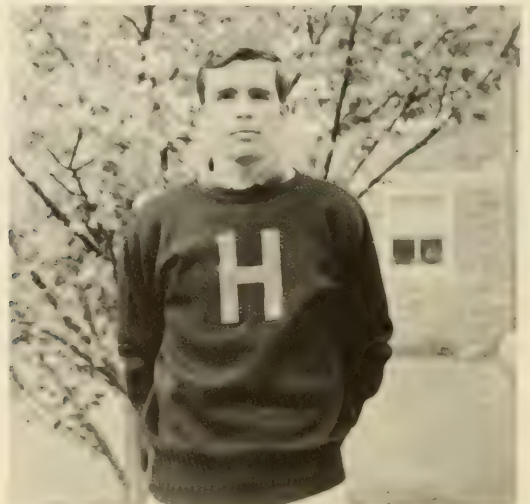
Captain: ERIC C. BROWN '67
 Captain Elect: FRANCIS P. ENGEL '68
 Coach: WILLIAM DOCHERTY, JR.



GOLF

Back: E.A. Helme; H.A. Jaffee; J.L. Allen; W. Docherty (Coach)
 Front: E.C. Brown (Capt); W.P. Loesche; P.K. Coleman; R.M Herron;
 F.P. Engel; E.C. Iacobucci

ERIC C. BROWN
 Haverford College
 Golf Trophy



TOTAL
POINTS

Swarthmore
La Salle
F & M
Lehigh
St. Josephs
Drexel
Dickinson
Rutgers - SJ
Temple
Moravian
Albright
P. M. C.
Delaware
Lafayette
Muhlenberg

*Bruce C. Iacobucci '70	3	2 1/2	2	2 1/2	2	3	27
*Robert M. Herron '69	3	2 1/2	1	2 1/2	2 1/2	2 1/2	24 1/2
*Peter K. Coleman '70	2 1/2	2	1 1/2	1 1/2	1 1/2	0	22 1/2
*Francis P. Engel '68	3	1 1/2	2 1/2	0	0	3	19
*Eric C. Brown '67	3	2 1/2	0	0	1/2	2	18
*William P. Loesche '68	-	0	3	0	1	1 1/2	16 1/2
*Richard W. McConaghy '67 ...	2 1/2	3	0	0	3	-	11
Robert I. Coward '68	0	0	-	-	-	-	-

HAVERFORD	14	13 1/2	1 1/2	9 1/2	9 1/2	7 1/2	15	4 1/2	6 1/2	10 1/2	3 1/2	10	12 1/2	12
Opponents	4	4 1/2	16 1/2	8 1/2	8 1/2	10 1/2	3	13 1/2	11 1/2	7 1/2	14 1/2	9	5 1/2	6

*Letter winner
Won: 10
Lost: 5

GOLF

CRICKET

Captain:	RICHARD V. OULAHAN	'67
Vice Captain:	HARRY OTTINGER, III	'68
Manager:	JAMES F. MULLOOLY	'68
Captain Elect:	HARRY OTTINGER, III	'68
Vice Captain Elect:	WILLIAM A. McNEIL	'68
Coach:	HOWARD COMFORT	



CRICKET

Back: H. Comfort (Coach); W.O. Miles; M.J. Pryor; A. Das; A. Swan; J.F. Mullooly (Mgr)
 Middle: J.G. Toth; V. Luketic; J.G. Burns; J.D. Kuntz; R.G. Lyon
 Front: W.A. McNeil; J.D. Rutter; R.V. Oulahan (Capt); H. Ottinger (Vice Capt).

CRICKET (Continued)

AWARDED CRICKET "H"

Jonathan G. Burns '68	James F. Mullooly '68
Joel D. Kuntz '68	Harry Ottinger, III '68
William A. McNeil '68	Richard V. Oulahan '67
Henry H. Meyer '67	Jeremy B. Rutter '67
Alexis Swan '70	

COPE PRIZE BAT Jonathan G. Burns (av. 9.6)

CONGDON PRIZE BALL Richard V. Oulahan (av. 6.1)

CLASS OF '88 FIELDING BELT Aruneshwar Das

BEST ALL-AROUND FRESHMAN Alexis Swan

BLAZER AWARD

Jonathan G. Burns
Joel D. Kuntz
William A. McNeil

AWARDED CRICKET NUMERALS

Rajesh K. Agarwal '69	Velimir Luketic '69
Aruneshwar Das '70	Richard G. Lyon '68
Michael L. Humphries '70	William O. Miles '70

VARSITY SEASON RECORD

			<u>Winner</u>
Haverford	38	Cornell 48	Cornell
Haverford	30	Maryland 55	Maryland
Haverford	-	Staten Island 86 ...Haverford by 6 wickets	
Haverford	54	Fairmount 111..Fairm. decl. for 7 wickets	
Haverford	39	British Commonw.B.C.C. by 1 wicket	

JUNIOR VARSITY SEASON RECORD

Haverford	25	Ursinus College 34	Ursinus
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HAVERFORD COLLEGE

BULLETIN



CATALOG ISSUE 1967-1968

HAVERFORD, PENNSYLVANIA



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1967

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Sept.						1	2	Nov.				1	2	3	4
	3	4	5	6	7	8	9		5	6	7	8	9	10	11
	10	11	12	13	14	15	16		12	13	14	15	16	17	18
	17	18	19	20	21	22	23		19	20	21	22	23	24	25
	24	25	26	27	28	29	30		26	27	28	29	30		
Oct.	1	2	3	4	5	6	7	Dec.						1	2
	8	9	10	11	12	13	14		3	4	5	6	7	8	9
	15	16	17	18	19	20	21		10	11	12	13	14	15	16
	22	23	24	25	26	27	28		17	18	19	20	21	22	23
	29	30	31						24	25	26	27	28	29	30
									31						

1968

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Jan.		1	2	3	4	5	6	Apr.		1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30				
Feb.					1	2	3	May			1	2	3	4	
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29				26	27	28	29	30	31	
Mar.						1	2	June							1
	3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		23	24	25	26	27	28	29
	31								30						

College days in heavy-face type.

CALENDAR 1967-1968

New students arrive	Tues., Sept. 12
New students register	Thurs., Sept. 14
Returning students arrive, afternoon	Fri., Sept. 15
Opening Collection, 8 P.M.	Sun., Sept. 17
First semester classes begin 8 A.M.	Mon., Sept. 18
First faculty meeting, 4:15 P.M.	Mon., Sept. 18
Swarthmore Day (no classes)	Sat., Nov. 18
Thanksgiving vacation	12:30 P.M. Wed., Nov. 22 to 8 A.M. Mon., Nov. 27
Registration for spring term	Week of Nov. 27
Students confer with advisers	Mon., Tues., Wed., Nov. 27, 28, 29
Registration cards due in Registrar's Office	Not later than Fri., Dec. 1
Christmas party, evening	Mon., Dec. 11
Classes scheduled for evening of Dec. 11 will be held at the Collection hour on Tues., or on Wed. evening of that week.	
Midyear examination schedules due in Registrar's Office ..	Wed., Thurs., Dec. 13, 14
Christmas vacation	11:30 A.M. Sat., Dec. 16 to 8:00 A.M. Wed., Jan. 3
First semester classes end 10:00 P.M.	Tues., Jan. 9
All papers assigned must be turned in by 4:00 P.M. on this date.*	
Review period	Wed., Thurs., Fri., Jan. 10, 11, 12
Midyear Examinations*	Sat., Jan. 13 through Mon., Jan. 22
Midyear recess	5:00 P.M., Mon., Jan. 22 to 8:00 A.M., Mon., Jan. 29
Second semester classes begin 8:00 A.M.	Mon., Jan. 29
Spring vacation	4:00 P.M., Thurs., Mar. 21 to 8:00 A.M. Mon., Apr. 1
Major Registration cards for sophomores must be filed by 4:00 P.M. in Dean's Office	Mon., Apr. 15
Applications for scholarships due in Admissions Office	Mon., Apr. 15
Registration for fall term	Week of Apr. 22
Students confer with advisers	Mon., Tues., Wed., Apr. 22, 23, 24
Registration cards due in Registrar's Office	Not later than Fri., Apr. 26
Manuscripts in competition for prizes must be filed in the Registrar's Office by 4:00 P.M.	Wed., May 1
Final examination schedules due in Registrar's Office	Mon., Tues., Apr. 29, 30
Second semester classes end 11:30 A.M.	Sat., May 11
All papers assigned must be turned in by noon on this date.*	
Review period	Sun., Mon., May 12, 13
Senior comprehensive examinations	Mon., May 13 through Thurs., May 16
Final examinations*	Tues., May 14 through Thurs., May 23
Oral examinations for College honors	Mon., Tues., Wed., May 20, 21, 22
Final faculty meeting 9:00 A.M.	Thurs., May 23
COMMENCEMENT	Tues., May 28

* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4:00 P.M. on Friday, January 19th, for First Semester, or Monday, May 20th, for Second Semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrangements have been made *in advance* with the instructor in the course and the dean. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60, or, in a course required for the major, 65.

SPECIAL EVENTS (SATURDAYS)

Homecoming Day—Oct. 14

Parents' Day—Nov. 4

Alumni Day—May 4

*Faculty
and
Administration*



FACULTY

JOHN R. COLEMAN *President*
B.A., University of Toronto; M.A.; and Ph.D., University of Chicago.

EMERITI

HUGH BORTON *President, Emeritus*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.

THOMAS EDWARD DRAKE *Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale University.

MARTIN FOSS *Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.

CLAYTON WILLIAM HOLMES *Professor of Engineering, Emeritus*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford College.

ARCHIBALD MACINTOSH *Vice President and Director of Admissions, Emeritus*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of Pennsylvania; LL.D., Haverford College.

CLETUS ODA OAKLEY *Professor of Mathematics, Emeritus*
S.B., University of Texas; S.M., Brown University; Ph.D., University of Illinois.

ABRAHAM PEPINSKY *Professor of Psychology, Emeritus*
A.B. and A.M., University of Minnesota; Ph.D., State University of Iowa.

HARRY WILLIAM PFUND *Professor of German, Emeritus*
B.A., Haverford College; A.M., and Ph.D., Harvard University.

LEVI ARNOLD POST *Professor of Greek, Emeritus*
B.A., M.A., and L.H.D., Haverford College; A.M., Harvard University; B.A. and M.A., Oxford University.

IRA DE AUGUSTINE REID *Professor of Sociology, Emeritus*
A.B. and LL.D., Morehouse College; A.M., University of Pittsburgh; Ph.D., Columbia University.

LEON HAWLEY RITTENHOUSE *Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.

EDWARD DOUGLAS SNYDER *Professor of English, Emeritus*
A.B., Yale University; A.M. and Ph.D., Harvard University.

DOUGLAS VAN STEERE *T. Wistar Brown Professor of Philosophy, Emeritus*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and Ph.D., Harvard University; D.D., Lawrence College; L.H.D., Oberlin College; L.H.D., Earlham College.

ALFRED JULIUS SWAN *Professor of Music, Emeritus*
B.A. and M.A., Oxford University.

PROFESSORS

MANUEL JOSE ASENSIO *Professor of Romance Languages*
B.A., University of Granada; M.A. and Ph.D., University of Pennsylvania.

JOHN ASHMEAD, JR. *Professor of English*
A.B., A.M. and Ph.D., Harvard University.

FACULTY AND ADMINISTRATION

- †EDWARD BATSON*Visiting Professor of Sociology*
B.Sc. London School of Economics.
- PHILIP WILKES BELL*Professor of Economics*
A.B., Princeton University; A.M., University of California; Ph.D., Princeton University.
- RICHARD J. BERNSTEIN*Professor of Philosophy*
A.B., University of Chicago; B.S., Columbia University; M.A., and Ph.D., Yale University.
- **EDWIN B. BRONNER*Professor of History*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- WILLIAM EDWARD CADBURY, JR., *Director, Post-Baccalaureate Fellowship Program*
and Professor of Chemistry
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- HOWARD COMFORT*Professor of Classics*
B.A., Haverford College; A.M. and Ph.D., Princeton University.
- FRANCES DE GRAAFF*Professor of Russian*
Ph.D., University of Leyden. *on joint appointment with Bryn Mawr College*
- *WILLIAM DOCHERTY, JR.*Professor of Physical Education and*
S.B., Temple University. *Director of Physical Education*
- LOUIS CRAIG GREEN*Provost and Professor of Astronomy*
A.B., A.M. and Ph.D., Princeton University.
- MARCEL MARC GUTWIRTH*Professor of Romance Languages*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- ***A. PAUL HARE*Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A.; University of Pennsylvania; Ph.D., University of Chicago.
- DOUGLAS HAMILTON HEATH*Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- THEODORE BRINTON HETZEL*Professor of Engineering*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and Ph.D., Pennsylvania State University.
- HOLLAND HUNTER*Professor of Economics*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- JOHN ASHBY LESTER, JR.*Professor of English*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- ARIEL GIDEON LOEWY*Professor of Biology*
B.S. and M.S., McGill University; Ph.D., University of Pennsylvania.
- WALLACE TREVETHIC MACCAFFREY*Walter D. and Edith M. L. Scull*
Professor of English Constitutional History
A.B., Reed College; A.M. and Ph.D., Harvard University.
- **FRANK JOSEPH QUINN*Professor of English*
B.A., M.A., and B. Litt., Oxford University.
- ROY EARL RANDALL*Professor of Physical Education and*
Ph.B., Brown University. *Director of Intercollegiate Athletics*

* Absent on leave, first semester, 1967-68.

**Absent on leave, second semester, 1967-68.

***Absent on leave, 1967-68.

†On appointment for first semester 1967-68.

HAVERFORD COLLEGE

- WILLIAM HEARTT REESE*Professor of Music and Director of Glee Club and Orchestra on joint appointment with Bryn Mawr College*
A.B., Amherst College; M.A., Columbia University; Ph.D., University of Berlin.
- EDGAR SMITH ROSE*Professor of English*
A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- RALPH MILLARD SARGENT*F. B. Gummere Professor of English*
A.B., Carleton College; Ph.D., Yale University.
- FAY AJZENBERG-SELOVE*Professor of Physics*
B.S.E., University of Michigan; M.S. and Ph.D., University of Wisconsin.
- HOWARD MORRIS TEAF, JR.*Professor of Economics*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.
- CRAIG RINGWALT THOMPSON*Professor of English and History*
A.B., Dickinson College; A.M., and Ph.D., Princeton University; Litt.D., Dickinson College.
- ROBERT IRVING WALTER*Professor of Chemistry*
B.A., Swarthmore College; M.A., Johns Hopkins University; Ph.D., University of Chicago.

ASSOCIATE PROFESSORS

- THOMAS ALONZO BENHAM*Associate Professor of Engineering*
B.S. and M.S., Haverford College.
- ROBERT HAWES BUTMAN*Director of Drama with rank of Associate Professor on joint appointment with Bryn Mawr College*
B.A. and M.A., University of North Carolina.
- JOHN RICHARD CARY*Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- JOHN POLK CHESICK*Associate Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- BRADFORD COOK*Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- WILLIAM COOPER DAVIDON*Associate Professor of Physics*
B.S., M.S., and Ph.D., University of Chicago.
- JOHN HERBERT DAVISON*Associate Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.
- PAUL J. R. DESJARDINS*Associate Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- HARMON CRAIG DUNATHAN*Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- IRVING FINGER*Associate Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- ***HARVEY GLICKMAN*Associate Professor of Political Science*
Director of African Studies
A.B., Princeton University; A.M., and Ph.D., Harvard University.
- DALE HARPER HUSEMOLLER*Associate Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.
- ***COLIN FRANCIS MACKAY*Associate Professor of Chemistry*
B.S., University of Notre Dame; M.S., and Ph.D., University of Chicago.

***Absent on leave, 1967-68.

FACULTY AND ADMINISTRATION

- DOUGLAS G. MILLER *Associate Professor of Physics*
A.B., Yale University; Ph.D., University of Rochester.
- ***SIDNEY IRWIN PERLOE *Associate Professor of Psychology*
B.A., New York University; Ph.D., University of Michigan.
- ERNEST JOSEPH PRUDENTE *Associate Professor of Physical Education*
B.S. in Ed. and M.S., University of Pennsylvania.
- MELVIN SANTER *Associate Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George Washington University.
- ALFRED WANNER SATTERTHWAITE *Associate Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- GERHARD ERNST SPIEGLER *Associate Professor of Religion*
D.B., M.A. and Ph.D., University of Chicago.
- **JOHN PHILIP SPIELMAN, JR. *Dean and Associate Professor of History*
B.A., Montana State University; M.A. and Ph.D., University of Wisconsin.
- †LINWOOD P. URBAN *Visiting Associate Professor of Religion*
A.B., Princeton University; S.T.B., S.T.M., General Seminary; Th.D., General Theological Seminary.

ASSISTANT PROFESSORS

- KATRIN TAEGER BEAN *Assistant Professor of German*
B.A., Rockford College; M.A., and Ph.D., Bryn Mawr College.
- *THOMAS JAMES D'ANDREA *Assistant Professor of Psychology*
B.A., and Ph.D., University of Minnesota.
- ANDREW EFFRAT *Assistant Professor of Sociology*
A.B., Princeton University.
- JOHN G. GAGER *Assistant Professor of Religion*
B.A., Yale University; Ph.D., Harvard University.
- ROBERT M. GAVIN, JR. *Assistant Professor of Chemistry*
B.A., St. John's University; Ph.D., Iowa State University.
- LINDA GROVES GERSTEIN *Assistant Professor of History*
B.A. and M.A., Radcliffe College; Ph.D., Harvard University.
- DANIEL J. GILLIS *Assistant Professor of Classics*
B.A., Harvard University; M.A. and Ph.D., Cornell University.
- RICHARD POWELL JAYNE *Assistant Professor of German*
A.B., M.A., University of California, Berkeley.
- †ROBERT GRIFFITH JONES *Visiting Assistant Professor of Psychology*
A.B., Davidson College; B.D., Yale University; Ph.D., Duke University.
- ROBERT HILARY KANE *Assistant Professor of Philosophy*
on the Sloan Foundation Grant
B.A., Holy Cross College; Ph.D., Yale University.
- DIETRICH KESSLER *Assistant Professor of Biology*
B.A., Swarthmore College; M.S., and Ph.D., University of Wisconsin.
- JEAN BARTHOLOMEW KIM *Assistant Professor of Chemistry*
on the Sloan Foundation Grant
B.A., Eastern Baptist College; Ph.D., Bryn Mawr College.
- LOUIS ARYEH KOSMAN *Assistant Professor of Philosophy*
B.A., and M.A., University of California; Ph.D., Harvard University.

* On leave-in-residence, first semester, 1967-68.

** Absent on leave, second semester, 1967-68.

*** Absent on leave, 1967-68.

† On appointment for the second semester, 1967-68.

HAVERFORD COLLEGE

- DAVID KRAINES*Assistant Professor of Mathematics*
B.A., Oberlin College; Ph.D., University of California, Berkeley.
- VICKI WEISBERG KRAMER*Assistant Professor of English*
B.A., Wellesley College; M.A., Radcliffe College; Ph.D., Harvard University.
- *ROGER LANE*Assistant Professor of History*
B.A., Yale University; Ph.D., Harvard University.
- WYATT MACGAFFEY*Assistant Professor of Anthropology*
A.B., M.A., University of Cambridge; Ph.D., University of California, Los Angeles.
- EDWARD M. MICHAEL*Assistant Professor of Classics*
B.A., M.A. and Ph.D., University of Michigan.
- ROBERT A. MORTIMER*Assistant Professor of Political Science*
B.A., Wesleyan University; M.A., Columbia University.
- JAMES C. RANSOM*Assistant Professor of English*
B.A., University of New Mexico; M.A., Yale University.
- RICHARD R. RASKIN*Assistant Professor of French*
B.A., Dartmouth College.
- PRESTON B. ROWE, JR.*Assistant Professor of Psychology*
A.B., Dartmouth College; Ph.D., Massachusetts Institute of Technology.
- GUSTAV ANDREW SAYER*Assistant Professor of Physics*
on the Sloan Foundation Grant
B.A., Columbia University; Ph.D., University of Maryland.
- SARA M. SHUMER*Assistant Professor of Political Science*
A.B., Barnard College; M.A., and Ph.D., University of California, Berkeley
- ***CHRISTOPHER PETER R. J. SLATER*Assistant Professor of Religion*
B.A., McGill University; B.A., and M.A., Cambridge University; Ph.D., Harvard University.
- JOSIAH D. THOMPSON, JR.*Assistant Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- ***JOHN A. THORPE*Assistant Professor of Mathematics*
S.B., Massachusetts Institute of Technology; A.M., and Ph.D., Columbia University.
- WALTER J. TRELA*Assistant Professor of Physics*
on the Sloan Foundation Grant
B.S., Brown University; Ph.D., Stanford University.
- GEORGE I. TREYZ*Assistant Professor of Economics on*
A.B., Princeton University. *joint appointment with Bryn Mawr College*
- SIDNEY R. WALDMAN*Assistant Professor of Political Science*
A.B., Oberlin College.
- PAUL E. WEHR*Assistant Professor of Sociology*
Director of the Center for Research on Nonviolent Conflict Resolution
B.A., University of Connecticut; M.A., University of North Carolina; Ph.D., University of Pennsylvania
- EDWARD YAROSH*Assistant Professor of Biology*
on the Sloan Foundation Grant
B.A., Yale University; Ph.D., Massachusetts Institute of Technology.

* Absent on leave, first semester, 1967-68.

***Absent on leave, 1967-68.

FACULTY AND ADMINISTRATION

LECTURERS AND INSTRUCTORS

††FREDERIC JOHANSON	<i>Visiting Instructor in Classics</i>
B.A., Haverford College.	
††SAMUEL TOBIAS LACHS	<i>Visiting Lecturer in Religion</i>
B.A., University of Pennsylvania; M.H.L., the Jewish Theological Seminary;	
Ph.D., Dropsie College.	
RICHARD J. LUBARSKY	<i>Lecturer in English</i>
B.A., Swarthmore College; M.A., University of Pennsylvania.	
MARIA F. MARSHALL	<i>Lecturer in German</i>
Diplom-Psychologin, University of Munich.	
NADINE MITCHELL	<i>Lecturer in English</i>
A.B., Howard University; M.A., University of Pennsylvania.	
**DORIS SHAW QUINN	<i>Lecturer in English</i>
B.A., and M.A., Oxford University.	
HARRY L. ROSENZWEIG	<i>Instructor in Mathematics</i>
B.S., Massachusetts Institute of Technology; M.S., University of Arizona.	
† GRACE SIMPSON	<i>Visiting Lecturer in Classics</i>
Diploma, London University; Ph.D., Oxford University.	
HERTA SPRINGER	<i>Lecturer in German</i>
M.A., University of Pennsylvania.	
JOSEPH YEAGER	<i>Instructor in Mathematics</i>

Special Appointments

NORMAN BARGE BRAMALL	<i>Assistant in Physical Education</i>
RAYMOND TAYLOR BRAMALL	<i>Assistant in Physical Education</i>
B.S., M.S. and Ed.D., University of Pennsylvania.	
ADOLPH T. DIODA	<i>Sculptor</i>
ELIZABETH UFFORD GREEN	<i>Research Associate in Biology</i>
A.B., M.A., and Ph.D., Bryn Mawr College.	
FRITZ JANSCHKA	<i>Artist in Residence, Bryn Mawr College</i>
Akademie der Bildenden Künste, Vienna.	
MARY HOXIE JONES	<i>Research Associate in Quaker Studies</i>
A.B., Mt. Holyoke College.	
JUDITH K. KATZ	<i>Counselor</i>
B.A., Temple University; M.A., University of Michigan.	
GEORGE KUSEL	<i>Glass Blower</i>
HAZEL C. PUGH	<i>Supervisor of the Computing Center</i>
DANA SWAN, II	<i>Head Football Coach</i>
B.A., Swarthmore College.	
JAMES L. VAUGHAN	<i>Counselor</i>
B.A., Earlham College; B.D., Yale Divinity School.	
CHARLES N. WELSH	<i>Curator of Haverfordiana</i>
B.A., Haverford College.	
NORMAN MONTGOMERY WILSON	<i>Assistant in Engineering</i>

**Absent on leave, second semester, 1967-68.

††On appointment for the first semester, 1967-68.

†On appointment for the second semester, 1967-68.

Appointments Under Special Grants

- MABEL M. CHEN *Research Associate in Astronomy*
B.S., The National Taiwan University; M.A., and Ph.D., Bryn Mawr College.
- LINNEA D'ANDREA *Research Assistant in Biology*
B.S., University of Minnesota.
- LINDA JANE DILWORTH *Research Assistant in Biology*
- CAROL C. HELLER *Research Assistant in Biology*
B.A., Wilson College.
- ELEANOR K. KOLCHIN *Research Associate in Astronomy*
B.A., Brooklyn College.
- CECILY DARWIN LITTLETON *Research Assistant in Astronomy*
B.A. and B.Sc., Oxford University.
- SLAVICA SMIT MATACIC *Research Associate in Biology*
M.S. and Ph.D., University of Zagreb.
- VIVIANNE THIMANN NACHMIAS *Research Associate in Biology*
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.
- JOSEPHINE REIST SMITH *Research Assistant in Biology*
B.S., The Pennsylvania State College.
- ETHEL M. SPIEGLER *Research Assistant in Biology*
B.A., Baptist Missionary Training School.
- GRACE M. STODDARD *Teaching and Research Assistant in Biology*
B.A., University of North Carolina; M.A., Washington University.

ADMINISTRATION

- JOHN R. COLEMAN *President*
B.A., University of Toronto; M.A., Ph.D., University of Chicago.
- WILLIAM WEBSTER AMBLER *Director of Admissions*
B.A., Haverford College.
- ELMER J. BOGART *Superintendent of Buildings and Grounds*
Temple University Technical Institute.
- WILLIAM EDWARD CADBURY, JR. *Director, Post-Baccalaureate Fellowship Program*
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- KATHERINE M. CARTER *Secretary to the President*
A.B., Wilson College.
- LOUIS CRAIG GREEN *Provost; Director, Strawbridge Memorial Observatory*
A.B., A.M., and Ph.D., Princeton University.
- JANET HENRY *Research-writer, Development Office*
- VIRGINIA H. KLINE *Registrar*
- JAMES W. LYONS *Dean of Students*
A.B., Allegheny College; M.S., and Ed.D., Indiana University.
- CHARLES PERRY *Associate Director for Development*
B.A., Haverford College; M.S.S., Bryn Mawr College.
- DAVID POTTER *Assistant Director of Admissions*
B.A., Haverford College; M.A., Temple University.
- WILLIAM A. SHAFER, JR. *Assistant Director of Admissions*
B.A., Haverford College.
- WILLIAM EDWARD SHEPPARD, II *Director of Alumni Affairs*
B.S., Haverford College.

FACULTY AND ADMINISTRATION

- CHARLES W. SMITH *Business Manager and Comptroller*
A.C.A., Institute of Chartered Accountants; A.C.I.A., Chartered Institute of Secretaries; CPA.
- **JOHN PHILIP SPIELMAN, JR. *Dean*
B.A., Montana State University; M.A., and Ph.D., University of Wisconsin.
- CHARLES C. WALDT *Office Manager in the Office of the Comptroller*
B.A., Philadelphia College of Bible.
- ALBERT F. WALLACE *Vice-President for Development*
B.A., Washington and Jefferson College.
- GERTRUDE MANN WONSON *Secretary to the Director of Admissions*
B.S., Simmons College.

Library Staff

- CRAIG RINGWALT THOMPSON *Librarian*
A.B., Dickinson College; A.M. and Ph.D., Princeton University; Litt.D., Dickinson College.
- EDWIN B. BRONNER *Curator, Quaker Collection*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- RUTH H. REESE *Assistant Librarian, Technical Services*
B.A., Acadia University; B.S. (L.S.), Simmons College.
- ESTHER R. RALPH *Assistant Librarian, Reader Services*
B.S., West Chester State College; B.S. (L.S.), Drexel Institute of Technology.
- ELSE GOLDBERGER *Acquisitions Librarian*
Ph.D., University of Vienna.
- M. CONSTANCE HYSLOP *Cataloger and Government Documents Librarian*
A.B., Mount Holyoke College; M.A., University of Pennsylvania; M.S. (L.S.), Drexel Institute of Technology.
- MAE E. CRAIG *Senior Cataloger*
A.B., Mount Holyoke College; B.S. (L.S.), Simmons College.
- BJORG MIEHLE *Circulation Librarian*
University of Oslo; Graduate, Norwegian State Library School; B.S. (L.S.), Drexel Institute of Technology.
- SHIRLEY STOWE *Reference Librarian*
A.B., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.
- MARIA KUNYCIA *Cataloger*
M.Ph., University of Poznań; M.S. (L.S.), Drexel Institute of Technology.
- RHONA OVEDOFF *Cataloger*
B.A., Dip. Lib., University of the Witwatersrand.
- WILLIAM FISHER BRINTON *Cataloger*
B.S., Haverford College; Columbia University.

Medical Staff

- WILLIAM WOLTER LANDER *Physician*
B.S., Ursinus College; M.D., University of Pennsylvania.
- PETER G. BENNETT *Psychiatrist*
B.A., Haverford College; M.D., University of Pennsylvania.
- LOUISE ANASTASI *Head Nurse*
R.N., Philadelphia General Hospital; B.S.N., Hunter College.
- ARMINA DUDECK *Nurse*
R.N., Allegheny Valley Hospital.

** Absent on leave, second semester, 1967-68.

HAVERFORD COLLEGE

Summer Programs

HELEN HUNTER *Director of Summer Programs*
B.A., Smith College; M.A., and Ph.D., Radcliffe College.

Haverford Summer Language Institute

JACQUELINE ARNICHAND LE BAILLY *Assistant in French*
licence es Lettres Modernes, D.E.S., Lettres Modernes, University of Lyons.

KATRIN TAEGER BEAN *Assistant in German*
B.A., Rockford College; M.A., and Ph.D., Bryn Mawr College.

JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.

GERALD KAMBER *Visiting Associate Professor of French*
B.A., Rutgers University; M.A., Middlebury College; Ph.D., Johns Hopkins University.

MARIA MARSHALL *Assistant in German*
Diplom-Psychologin, University of Munich.

FRANCOISE WEIL *Assistant in French*
licence d'Anglais; D.E.S. Anglais; C.A.P.E.S. d'Anglais, Sorbonne.

Haverford Chamber Music Center

SYLVIA GLICKMAN *Director*
B.S., and M.Sc., Juilliard School of Music; L.R.A.M., Royal Academy of Music.

JOHN DAVISON *Composer-in-Residence*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.

JOSEPH DE PASQUALE *Member of the Quartet-in-Residence*
Diploma, Curtis Institute of Music; Violist, Philadelphia Orchestra; Member, de Pasquale Quartet.

ROBERT DE PASQUALE *Member of the Quartet-in-Residence*
New School of Music; Violinist, Philadelphia Orchestra; Member, de Pasquale Quartet.

FRANCIS DE PASQUALE *Member of the Quartet-in-Residence*
Cellist, Philadelphia Orchestra; Member, de Pasquale Quartet.

WILLIAM DE PASQUALE *Member of the Quartet-in-Residence*
Violinist, Philadelphia Orchestra; Member, de Pasquale Quartet; Concert Master, Philadelphia Orchestra for Robin Hood Dell Summer Concerts.

Haverford Summer Post-Baccalaureate Program

JOHN VAN BRUNT *Resident Tutor*
B.A., Haverford College.

ROMONA LIVINGSTON *Visiting Instructor in English*
B.A., William Jewell College.

URSULA V. SANTER *Visiting Assistant Professor of Biology*
B.A., Swarthmore College; M.S., and Ph.D., Yale University.

JOSEPH YEAGER *Instructor in Mathematics*

VISITING FACULTY ON SPECIAL FUNDS 1966-67

William Pyle Philips Fund

- | | |
|---|---|
| PHILIP H. ABELSON
Director, Geophysical Laboratory,
Carnegie Institution | JOEL HURSTFIELD
Astor Professor of History,
University of London |
| MICHAEL ARTIN
Professor of Mathematics,
Massachusetts Institute of Technology | SHINYA INOUE
Professor of Biology,
University of Pennsylvania |
| SHLOMO AVINERI
Lecturer in Political Theory
Hebrew University of Jerusalem | JAMES IRVING
Professor of Sociology, Rhodes
University, Grahamstown, South Africa |
| TEODORE AYLON
Director of Clinical Research,
Anna (Ill.) State Hospital | EUGENE P. KENNEDY
Professor of Biological Chemistry,
Harvard Medical School |
| H. A. BARKER
Professor of Biochemistry,
University of California (Berkeley) | LEO KUPER
Professor of Sociology
University of California (Los Angeles) |
| HENRI CARTAN
Professor of Mathematics
University of Paris | SANFORD LAKOFF
Associate Professor of Political
Science, State University of New York
at Stony Brook |
| JAMES EELS, JR.
Professor of Mathematics,
Cornell University | W. ARTHUR LEWIS
Professor of Economics and
International Affairs
Princeton University |
| CHARLES B. FERSTER
Director, Behavior Research Institute,
Silver Spring, Maryland | DIMITRI MIHALAS
Assistant Professor of Astrophysical
Sciences, Princeton University |
| ERVING GOFFMAN
Professor of Sociology
University of California (Berkeley) | FREDERICK NEIDHARDT
Professor of Biology,
Purdue University |
| ISRAEL GOLDIAMOND
Executive Director, Institute for
Behavioral Research | CONOR CRUISE O'BRIEN
Albert Schweitzer Professor of
Humanities, New York University |
| CLIFFORD GROBSTEIN
Professor of Biology
University of California (San Diego) | O. OLAKANPO
Associate Professor of Economics
University of Lagos, Nigeria |
| A. GROTHENDIECK
Professor of Mathematics, Institut
des Hautes Etudes Scientifiques,
Bures-sur-Yvette, France | GEORGE PAKE
Provost, Washington University |
| ROBERT HOFSTADTER
Professor of Physics,
Stanford University | EZRAIM RACKER
Professor of Biochemistry
Cornell University |
| DAVID HOGNESS
Professor of Biochemistry,
Stanford University | SOL SPIEGELMAN
Professor of Microbiology
University of Illinois |
| GEORGE C. HOMANS
Professor of Sociology,
Harvard University | J. TITS
Professor of Mathematics,
University of Bonn |

HAVERFORD COLLEGE

WILLIAM D. WALKER
Professor of Physics,
University of Wisconsin

JAMES D. WATSON
Professor of Biology
Harvard University

FRANK WESTHEIMER
Professor of Chemistry
Harvard University

RICHARD L. WOLFGANG
Professor of Chemistry
Yale University

William Gibbons Rhoads Fund

PAUL BÉNICHOU
Professor of French,
Harvard University

Mary Farnum Brown Fund

CATHERINE DRINKER BOWEN
Author

KRISTER STENDAHL
Frothingham Professor of New
Testament Studies, Harvard Divinity
School

Scholars in the Humanities Fund

CHARLES W. HENDEL
Clark Professor of Moral Philosophy,
emeritus, Yale University

Academic Council

The Academic Council consists of the Provost as chairman, three elected divisional representatives of the faculty, one to be elected yearly, the two faculty representatives to the Board, and the President. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1967 are Mr. MacCaffrey (Social Sciences), Mr. Finger (Natural Sciences), and Mr. Gutwirth (Humanities).

Standing Committees of the Faculty

(The president and provost are ex officio members of all committees.)

Academic Flexibility: Mr. DAVIDON, *Chairman*

MESSRS. CARY, HEATH, SANTER, SPIELMAN

Academic Standing: Mr. SANTER, *Chairman*

MESSRS. BUTMAN, DAVIDON, HEATH, SPIELMAN

Educational Policy and Admissions: Mr. ROSE, *Chairman*

MESSRS. BELL, KOSMAN, LOEWY, SPIELMAN

Faculty Compensation and Medical Plans: Mr. LESTER, *Chairman*

MESSRS. MILLER, MORTIMER, TEAF

Faculty Research and Study: Mr. CHESICK, *Chairman*

MESSRS. LESTER, MILLER, MORTIMER

Distinguished Visitors and Library: Mr. HUNTER, *Chairman*

MESSRS. GILLIS, KESSLER, WALDMAN, and for Library, Mr. C. THOMPSON

Honors and Fellowships: Mr. COMFORT, *Chairman*

MESSRS. ASHMEAD, EFFRAT, HUSEMOLLER

Non-Academic Program: Mr. HETZEL, *Chairman*

MESSRS. BUTMAN, DESJARDINS, PRUDENTE

*The
College
and Its
Program*



AIMS AND OBJECTIVES

In line with its Quaker tradition, Haverford College stresses three interrelated elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the College community. Along with a commitment to scholarship, the College emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is the more is expected of him. He will soon discover the high value which the College attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions, on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The College believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations permits each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders from various walks of

life share with the undergraduates their diverse experiences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students.

At the center of the religious activity of the Society of Friends is the Meeting for Worship. Members of the College community gather each Thursday morning at Fifth Day Meeting. The majority of those attending are not members of the Society of Friends. This voluntary meeting provides an opportunity for students, faculty and administration alike to learn from meditative silence or from a spoken message to delineate and cultivate the highest moral principles, and to see themselves in their proper relation to their fellowmen and to the totality of life.

HISTORY

Haverford College was founded in 1833 as the first College established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new College, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first 40 years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the College has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. Even today, at least 18 of the 24 elected members of the Board of Managers must be members of the Society of Friends.

President Isaac Sharpless, 1887-1917, led Haverford College into the forefront of American collegiate institutions. Under his leadership, Haverford's tradition of outstanding teaching was continued and

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strengthened. During the administration of William Wistar Comfort, from 1917 to 1940, the student body increased from two hundred to over three hundred. Felix Morley, a Rhodes scholar of the Class of 1915, was president during the difficult years of World War II. He was succeeded by Gilbert F. White, one of the country's outstanding geographers, who served as president from 1946 to 1955 before returning to teaching and research. Hugh Borton, distinguished professor of Japanese history at Columbia University and director of its East Asian Institute, was inaugurated as president in 1957. In 1963, the Board of Managers approved an increase in the enrollment from 450 to 700 within the following decade and, until he retired in June 1967 to resume his specialization in Japanese history, Dr. Borton guided the College through the important first years of this expansion. In 1967, John R. Coleman, formerly of The Ford Foundation, became Haverford's 16th president.

RESOURCES

The approximate market value of endowment funds and trusts of Haverford College is \$26,000,000. The income from these funds and the support given to the College annually by its alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Founders Hall, built in 1833 at a cost of \$19,251.40, was known for years as "The College." Over the years the campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall. Except for those who live at home, students live in dormitories or small residence houses on the campus. Similarly a large portion of the faculty live in houses or apartments owned by the College and situated on or near the campus.

Academic Buildings

Classroom and laboratory buildings are Chase Hall, Hilles Laboratory of Applied Sciences, Strawbridge Memorial Observatory, Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, and the Lyman Beecher Hall Building. Some classes are also held in Whitall Hall.

HILLES houses the Engineering Department and contains classrooms, drawing rooms, a departmental library, shops, and mechanical and electrical laboratories. Also located there is the Haverford-Bryn Mawr COMPUTER CENTER. This center contains an IBM 1620 computer with card input and output. The computer has a 60,000 decimal digit

memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. This center has several key punches, a sorter, a reproducer, and a tabulator. All of its equipment may be used by students.

STOKES HALL, built at a cost of \$2,000,000 and opened in September 1963, provides unexcelled facilities, including classrooms and office space, for the Departments of Physics, Chemistry, and Mathematics. In one wing are an auditorium seating 205 persons and a science library with space for 20,000 volumes and current journals.

The Physics Department is equipped for teaching and research in modern nuclear and atomic physics. Facilities include six general laboratories for course work, seven specialized laboratories for student-faculty research, and two senior thesis rooms, used exclusively by seniors for their major projects. The equipment includes an X-ray unit for powder diffraction work, a subcritical reactor containing 2.5 tons of uranium, a doubly shielded room for work with electromagnetic radiation, and four scanning microscopes. Student-built equipment is also available, such as a laser apparatus and a radio-telescope.

Facilities for the Chemistry Department include five laboratories used in conjunction with formal courses, instrument and specialized equipment rooms, and six independent faculty research laboratories which are used freely by students doing independent work and advanced projects with professors. The department has its own glass-blowing shop. Equipment includes a full range of recording spectrophotometers, counting equipment for radioactive tracer work, and a gas chromatography apparatus for general use as well as units for separate research projects. The physical chemistry laboratory includes a Bausch and Lomb grating spectrograph, high vacuum systems, and standard precision electrical apparatus. Mettler single pan balances are used in instructional laboratories. Ground joint glassware is used in the elementary organic chemistry program and in all higher courses. Grants from the National Science Foundation are available to students for summer research projects.

The Mathematics Department, located on the top floor, uses several classrooms, some of which are equipped with desk calculators.

SHARPLESS HALL, recently completely remodeled and redesigned for the Departments of Biology and Psychology at a cost of \$750,000, was reopened for use in the fall of 1964.

Three floors, devoted to the Biology Department, include laboratories and seminar rooms with a broad spectrum of facilities for

HAVERFORD COLLEGE

studying all phases of modern molecular biology. There is a large freshman-sophomore laboratory, and a junior laboratory equipped to handle all aspects of cell biology. One entire floor is devoted to student-faculty research where senior students do projects in common with professors. Equipment includes animal rooms, shops for glass-blowing and wood and metal working, several constant temperature rooms for controlled temperature experiments, ultra-centrifuges, a high-resolution electron microscope, spectrophotometers, and a liquid scintillation counter. The department also has its own library and journal collection.

The top two floors are devoted to psychology. Equipment includes both primate and non-primate animal quarters, animal laboratory with soundproofed and full wired individual experimental rooms, a set of individual multi-purpose animal and human research rooms, a perception laboratory, a statistical laboratory, a social-personality observation laboratory with one-way mirrors, a shop, a journal library and reading room. In addition there is a physiological psychology and control room for animal operation procedures and master control panels of all inter-laboratory communication channels.

LYMAN BEECHER HALL BUILDING, renovated during the past two years, contains modern classroom and office facilities as well as a permanent display of primitive art and an African Studies Room with book shelves, display cases for periodicals and maps and a screen for showing slides.

WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a $4\frac{1}{2}$ -inch refractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of $3\frac{3}{4}$ -inch aperture; a zenith telescope of $2\frac{1}{4}$ -inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the observatory.

HENRY S. DRINKER MUSIC CENTER, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the Music Department, and houses the College's record collection and music library. The larger concerts are held in Roberts Hall where a Steinway grand and a Schlicker portable pipe organ are at the disposal of artists.

The Library

The Haverford College Library is planned and developed with the primary purpose of providing the intellectual resources of books,

periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the College.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 250,000 volumes, and receives about 1300 periodicals and serials. It is an academic library, planned and operated for the students and faculty of the college, but welcomes alumni, members of the Library Associates, and residents of the Haverford community who wish to consult materials not readily available in public libraries. Because of limited seating capacity, however, special rules govern applications by secondary school students for permission to use the Library. The Library is open on weekdays from 8 A.M. to midnight, and on Sundays from 12:30 P.M. to midnight. (Treasure Room: weekdays—9 A.M. - 5 P.M.) Special hours are arranged for vacation periods.

The Library building, the first portion of which (the present north wing) was built in 1863, has grown by five successive additions. In December, 1952, the original north wing was renovated in memory of William Pyle Philips, and now forms a bright and comfortable room for quiet study. There are also four special reading rooms in the building:

GUMMERE-MORLEY MEMORIAL READING ROOM, decorated and equipped by the Class of 1892, provides a reading and browsing room for Haverford students.

MICROMATERIALS READING ROOM, equipped with microfilm and microprint readers and microfilm file of *The New York Times* from 1930 to the present.

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RUFUS M. JONES STUDY, a replica of Rufus Jones' own study, with his own books and furniture, is used for seminar classes in philosophy as well as for quiet reading.

TREASURE ROOM, provided through the generosity of Morris E. Leeds of the Class of 1888, contains the Quaker Collection as well as other rare books and special collections.

Major expansion of the Library building, and renovation of many parts of the present structure—a project costing well over \$2,000,000—is to be completed early in 1968. This will mean that storage capacity of the building will be doubled, reader and staff space more than doubled, and new or improved facilities for library work provided. For this reason, the Gummere-Morley Room, Rufus Jones Study, and certain stack and reading areas will not be available to readers until early 1968. During the period of construction the basements of Lyman Beecher Hall Building and South Dormitory are used as annexes.

Special Collections

THE QUAKER COLLECTION was started in 1867 when the Board of Managers decided to gather "an important reference library, especially for works and manuscripts relating to our own Religious Society." The Library already contained many Quaker books and manuscripts, including the "Letters and Papers of William Penn," a gift of Henry Pemberton.

Today the Quaker Collection is a major repository for both printed and manuscript material about the Society of Friends. The 22,000 books include more than 4000 printed before 1700, the unique nucleus of which is the *William H. Jenks Collection of Friends Tracts*, containing 1600 separately bound titles, mostly of the seventeenth century. The several thousand pamphlets and serials in the collection include the most complete sets of the bound volumes of Quaker periodicals and of Yearly Meeting minutes in existence. The 75,000 manuscripts and documents, maps and pictures, include the journals of nearly 700 important Friends, the papers of many Quaker families, Meeting records, archives of Quaker organizations, and a great deal of material on Friends and the Indians.

The addition to the Library, to be completed in 1968, will include a large, fireproof, air-controlled vault for manuscripts and rare books; enlarged facilities for students and visiting scholars, as well as additional space for this collection.

The Quaker Collection welcomes gifts of family papers, books, or other material related to the history of Friends, and it grows constantly through both gifts and purchases. A brochure describing the Quaker Collection may be obtained upon request.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains 1360 books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 325 separate volumes and 16 boxes of pamphlets and extracts. The personal papers of Rufus M. Jones are also in the Library, and are available for use by scholars under certain conditions.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographed letters of the signers of the Declaration of Independence, authors, statesmen, educators, artists, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious, political, and military history.

FRENCH DRAMA OF THE ROMANTIC PERIOD, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the college by William Maul Measey.

THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

THE WILLIAM PYLE PHILIPS COLLECTION contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS contains over 60 Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices collected by J. Rendel Harris.

Affiliations

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to faculty and students of each of the colleges.

THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over 200 libraries of the Philadelphia area.

HAVERFORD COLLEGE

LIBRARY ASSOCIATES is an organization of graduates and friends of the College, devoted to increasing the usefulness of the Library. It serves to bring the facilities of the Library to wider notice and to make them available; to encourage the making of gifts to the Library; and to aid in the use of the Library for exhibition purposes. Also, it sponsors occasional talks on Sunday afternoons on matters of interest to friends of the Library. Inquiries should be addressed to The Library, Haverford College.

Art Collection

A small permanent art collection, including paintings and drawings by Homer, Inness, Pintorricchio, Sargent, and Whistler, is displayed in the Library. Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the College.

Framed reproductions of outstanding paintings and a few originals are available at the beginning of each semester for loan to students.

Music

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the music department consists of several pianos and a collection of scores, books, and phonograph records presented in 1933 by the Carnegie Corporation. This record collection, housed in the Henry S. Drinker Music Center, has served as the basis for further acquisitions which are used for teaching and study purposes.

HAVERFORD COLLEGE FRIENDS OF MUSIC is an association of friends and neighbors of the College and faculty members, who, in cooperation with the Music Department, arrange a series of chamber music concerts which are held three or four times a year on Sunday evenings in the Common Room.

Residence Halls

Dormitories include **FOUNDERS HALL**, which in addition to a number of living units also includes the College dining hall, a few faculty and administrative offices, and suites for visiting guests; **BARCLAY HALL**, which houses mostly freshmen; **LLOYD HALL**, and **LEEDS HALL**. **SOUTH DORMITORY**, with space for 129 students, was opened early in 1965. Three new **NORTH DORMITORIES**, each with a capacity of 64 men, will be ready for occupancy in 1968.

Spanish, German, and French speaking students may reside in **WILLIAMS HOUSE**, **YARNALL HOUSE** and **FRENCH HOUSE**, respectively, thus gaining an opportunity to live in close association with others specializing in these fields. One other residence, near but not on the campus is **SCULL HOUSE**, with room for about 20 students.

Athletic Facilities

Haverford's GYMNASIUM was supplemented in 1957 by ALUMNI FIELD HOUSE, which affords capacious facilities for indoor athletics and has proved its value in the College's extensive program for physical education. Walton Field, where football games and track meets are held, has stands capable of seating 2000 spectators. Around the field is a quarter-mile track with a 220-yard straight-away. In addition, varsity soccer matches are played on the Class of '88 Field, varsity baseball games are played on Class of '22 Field, and cricket is played on Cope Field. The College has 15 tennis courts, six of them all-weather, a skating pond, a cross country course, and several practice fields which are also used for intramural sports.

Other Buildings

The admissions office and office of the president are located in ROBERTS HALL, an impressive columned building at the center of the campus, which also contains an auditorium seating over 700. Other administration offices are maintained in FOUNDERS, HILLES AND WHITTALL. The UNION provides facilities for the campus radio station, student lounges, the College bookstore, and a snack bar.

MORRIS INFIRMARY, presented by John T. Morris of the Class of 1867, houses a clinic, emergency treatment room, and facilities for bed care of 10 patients, including an isolation ward for contagious diseases. It has its own kitchen and accommodations for a resident nurse.

Location

Located 10 miles west of Philadelphia on the "Main Line," Haverford is fortunate to have the extensive cultural, scientific and industrial facilities of the Greater Philadelphia area close at hand. Within a half hour's drive there are some 20 other colleges and universities. Haverford Station, on the Pennsylvania Railroad between Ardmore and Bryn Mawr, is 20 minutes from the center of the city. The campus fronts on famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

The campus, landscaped and park-like in appearance, provides a beautiful natural setting. The ARBORETUM and WOOLMAN WALK, the latter the gift of the late Edward Woolman '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences.

ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the College offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extracurricular activities.

Whenever practicable, the College will expect the candidate to have a personal interview with the director of admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

Each applicant must submit his school record and a certificate of character signed by his school principal. The preparatory course should include as a minimum four years of English, three years of mathematics including two years of algebra, three years of one foreign language (in preference to two years of two languages), a laboratory science, and a course in history or social studies. Additional courses in foreign language, mathematics, science, social studies and history will be dictated by the interests of the candidates.

Each applicant for admission must take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The English Composition Test is required, but a candidate may choose the other two tests. If there is any doubt about the choice of the two tests he should consult the director of admissions. Applications involving divergence from the normal procedure must be discussed in detail with the director of admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10 drawn to the order of Haverford College to cover the application fee, which is not refundable. Upon receipt of the application, the College will send a school record form to the candidate for completion by the school officials.

Candidates are encouraged to visit the college for an interview. The Office of Admissions is open from 9 A.M. until 4:30 P.M. on weekdays and from 9 A.M. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Information Concerning College Entrance Board Tests

The College Entrance Examination Board will offer the Scholastic Aptitude Test and Achievement Tests on each of the following dates during the 1967-68 academic year:

Sat., Dec. 2, 1967
 Sat., Jan. 13, 1968
 Sat., Mar. 2, 1968

Sat., May 4, 1968
 Sat., July 13, 1968

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT and Achievement Tests. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. 08540. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applications to College Entrance Examination Board, P. O. Box 1025, Berkeley, Cal. 94701.

Alaska	Nevada	Manitoba
Arizona	New Mexico	Saskatchewan
California	Oregon	Northwest Territory
Colorado	Utah	Yukon Territory
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Alberta	Pacific Islands, including
	British Columbia	Japan and Formosa

Early Decision

An early decision plan is available for candidates whose first choice is Haverford. Since a limited number of students can be accepted under the plan, only students who have seriously investigated the college and who are well qualified should apply. Candidates must take the required College Board examinations in their junior year and must submit an application before November 15. Additional information may be obtained from the director of admissions.

Transfer Students

A number of transfer students are admitted each year. In addition to filing an application, a candidate must submit a school transcript (on a form provided by Haverford), the results of the College Board examinations that he has taken, a college transcript, a letter of recommendation from a responsible official of the college which he is attending, and have an interview with a representative of the Admissions Office. Decisions are usually announced in June.

Advanced Standing

An adequately qualified student may be permitted to omit an introductory course in College and proceed directly to work at the intermediate level in that subject. Several departments give placement examinations to determine these qualifications; other departments use less formal means. Students who have taken courses in high school under the Advanced Placement Program may take tests in these subjects given by the College Entrance Examination Board each May. Students who do well on these tests may be given advanced placement or college credit or both. Credit may also be granted for work done at another college prior to entrance here. To be considered for such credit, a student must arrange for the transcript of the work to be sent to Haverford. Provision is made under the Flexibility Program (see pages 48-51) for a student to make special use of such credits if he so desires.

HOUSING

The value of participating as widely as possible in the life of the community is an integral part of Haverford's educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the College during the immediately preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat College property with the same consideration as their own. A student is held financially responsible for any damage to his room.

EXPENSES

The tuition charge for all regular students is \$1975 for the academic year.* Tuition for special students is \$250 per course, per semester. The residence fee is \$900 per year. The payment of a unit fee of \$135 per year makes it possible for the student to participate in any campus organization without an additional fee.

While the College has been able to hold its tuition charge and fees at this level for several years, it is anticipated that there will be an increase in 1968-69 of approximately \$200, divided between tuition and residence fee. During 1967-68, the College will restudy the unit fee and the services which it covers. This may result in a slight increase, not to exceed \$15 in the 1968-69 unit fee.

The residence fee covers board and room charges when College is in session; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the College. Students will supply their own study furniture, blankets, and towels.

The unit fee includes the following: student activities fee, admission to Art Series, laboratory fees, health fee, accident insurance (a maximum of \$1000 within one year of each accident), diploma, and psychological tests when required by the College.

There are four scheduled vacation recesses during the school year: Thanksgiving, Christmas, mid-year recess, and spring vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

* Any student who is taking four or more courses in a given semester, or who has been granted permission, under the Flexibility Program (see pages 48-51) to carry fewer courses, is regarded as a regular student.

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The College requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester. In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

A non-refundable fee of \$10 is payable when application for admission is presented.

When a special diet is required for medical reasons, and approved by the college physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

The College requires freshmen to pay a fee of \$25 toward the cost of the orientation week. New students who are not freshmen should come on Thursday afternoon of orientation week. A fee of \$10 will be charged for this portion of the orientation period.

The College requires a \$100 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June 1, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund of the residence fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness of four weeks or more, a partial refund of the residence fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

College Responsibility

The College is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Business Office.

Monthly Payments

Parents who prefer to pay tuition and other fees in monthly installments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Business Office.

FINANCIAL AID

Students at Haverford pay only a portion of the entire cost of their education, since endowment income covers 50 percent of it. Nevertheless it must be recognized that the student bill is a considerable sum. Fortunately, the College has many resources to aid in meeting expenses. As a result, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The main sources of financial aid are described below. A more detailed discussion of the problem is described in a separate booklet entitled *Financial Aid at Haverford*.

The financial aid program—scholarships, loans, and jobs—is administered by a committee consisting of the director of admissions, who serves as chairman, the dean of the College, and the dean of students.

Scholarships

Scholarships are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need continues.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, at the appropriate CSS office, before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Inquiries about scholarships for incoming students should be addressed to the director of admissions.

Students enrolled at the College must submit all preliminary correspondence and applications for undergraduate scholarships for 1968-69, together with supporting letters from parents or guardians, to the director of admissions, before April 15, 1968.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

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CORPORATION AWARDS—Four Corporation Scholars will be chosen in the senior, junior and sophomore classes. The selection will be made on the basis of the highest general averages for the preceding year. Each Corporation Scholar will be awarded \$50. No application for these awards is necessary.

ENDOWED SCHOLARSHIPS—Included in the College's endowment are a number of funds designated especially for scholarships. A list of the endowed scholarships appears on pages 152-158 of this catalog.

GENERAL SCHOLARSHIPS—In addition to the endowed scholarships, a general scholarship fund is available. Scholarships awarded from this fund will vary in size and number according to the needs of the applicants.

Student Loan Funds

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Inquiries about loans should be addressed to the director of admissions.

Student Aid

In addition to the Student Loan Fund and to scholarship help, the College offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the College. The program of student aid is administered by the dean of students.

Placement

Haverford's placement service is under the direction of the director of alumni affairs. Senior and alumni registrants are offered vocational guidance, and interviews are arranged with prospective employers. Throughout the academic year, and especially during February and March, employment officers of corporations, government agencies, and service organizations come to the Haverford campus for interviews with undergraduates and alumni.

CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and to understand, to make sound and thoughtful judgments. The requirements for the degree encourage the exercise of these skills in each of the broad fields of human knowledge, and a fuller development of them in a single field of concentration.

Bachelor's Degree

To graduate from Haverford College a student must complete successfully the equivalent of four years of academic work, at least 36 semester courses, and eight terms of non-academic work in physical education or the Arts and Service Program. Credit for a year of academic work is given to a student who has passed at least eight semester courses with an average of at least 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and senior years. The Academic Flexibility Program described below suggests some ways in which the program may be adapted to meet the needs of individual students.

Among the 36 courses taken for the degree, a student must include English 11-12 or its equivalent, the courses required by his major department, and those required under the distribution requirement. To avoid undue specialization, the College requires that at least 21 courses must be passed in departments other than the student's major. In each course which is required for the major program, a student must achieve a minimum grade of 65. He must also include course 100 in his major department during the senior year, at the end of which he must take the comprehensive examination in that department and receive in it a grade of at least 70. The degree conferred upon candidates meeting these requirements is that of Bachelor of Arts, or, for students majoring in the natural sciences, mathematics or engineering who request it, Bachelor of Science.

Course Load

Of the 36 courses required for graduation, 20 are normally completed by the end of the sophomore year. However, on recommendation of the faculty adviser and with the approval of the dean, a student may take as few as 18 courses during the first two years. Within these limits, the 36 courses may be distributed among the normal eight semesters as the student and his adviser see fit — five courses in each of four semesters (usually the first four) and four courses in each of the remaining semesters. Any student is free to take more than 36 courses,

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but to take more than five at one time he must have had an average of 80 or better the preceding semester.

Course Intensification

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with the approval of his adviser, a student may register, with the instructor's permission, for double credit in one course, and in unusual cases, in more than one. In a double credit course the student undertakes an approved program of independent study in conjunction with a regular course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects, and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases a student may apply to the Committee on Academic Flexibility for permission to pursue a reduced program without enrolling in a double credit course.

Distribution Requirement

By the end of his sophomore year a student must have passed English 11-12 or its equivalent, and in addition at least two semester courses in each of the three divisions of the College. For the purposes of this requirement courses cross-listed between departments in two divisions will count only in the division in which they are actually taught. Elementary and intermediate language courses may not be counted toward distribution requirements.

The departments of the College are divided into three divisions as follows:

Humanities: Classics, English, French, German, History of Art, Music, Philosophy, Religion, Russian and Spanish.

Natural Sciences: Astronomy, Biology, Chemistry, Mathematics and Physics.

Social Sciences: Economics, History, Political Science, Psychology, Sociology and Anthropology.

Courses taken at other institutions will not normally be accepted as satisfying limited elective requirements. For transfer students, credit toward limited elective requirements for work already done is evaluated by the dean at the time of admission.

Free Electives

A number of courses sufficient to bring the total to at least 36 semester courses shall be chosen by the student in consultation with his faculty adviser, with the understanding that the College reserves the right, through the adviser and the dean, to prevent unreasonable combinations of courses.

Non-Academic Electives

In addition to the thirty-six semester courses of academic work required for a degree, eight terms of non-academic courses are required of each student, of which at least five terms must be in physical education, unless the student is excused on medical grounds. The non-academic program offers courses in three ten-week terms in the fall, winter and spring of the academic year.

Major Concentration

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology and Anthropology (at Bryn Mawr College if emphasis is on Anthropology), Spanish.

Definite requirements are stated under the name of each department on pages 63-140. During the fourth semester of his attendance each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately 12 semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the dean. Failure to file with the dean, before the date specified on the college calendar, a copy of his major program signed by his major supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

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A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses" * of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the dean.

Each senior must take a special major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his major supervisor, present himself for re-examination at a date (to be determined by the major supervisor) later than Commencement Day of the current year.

If the re-examination is taken one year later, during the regular period of major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination a senior shall engage in a period of study, technically called course 100, Senior Departmental Studies, in his department of concentration during the

* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

semester preceding that examination. This period of study shall be counted as one of the four courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his major concentration.

Students taking majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *inter-departmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an inter-departmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as major supervisor for that student.

In rare cases, and only for high ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the dean as well as from the chairman of each of the departments concerned.

Freshman Program

Each freshman, on entering the College, is assigned to a faculty member as adviser. Unless the student or the adviser requests a change, the student keeps the same adviser until he chooses a major near the end of the sophomore year, when the chairman of the major depart-

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ment becomes his adviser. Assignment of advisers for incoming students is made by the dean, on the basis of the best evidence available to him. If the student finds another faculty member whom he would prefer to have as adviser, he is urged to inform the dean of this preference, so that, if possible, the change can be made. An important function of the adviser is to help the student select a plan of study, consistent with College requirements, which is suited to his special needs.

The distribution requirements are designed to assure that each student will acquire a minimum breadth of knowledge and interest, and expose himself to areas of knowledge and ways of thinking which may be new to him, and which might change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty requires that students take English 11-12 or its equivalent, and strongly recommends that the other four courses in each of the first two semesters be in four different departments. Sophomores normally will not be permitted to take more than two courses in the same department in any one semester. The Committee on Academic Flexibility will exercise general supervision over unusual combinations of courses.

The courses open to freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a freshman may be permitted by the department concerned and by the dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each freshman's capacity for oral expression is considered early in the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

Flexibility Program

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore made for changing the normal requirements in certain individual cases. Particular emphasis is placed on attempting to take advantage of any advanced work, such as that done under the Advanced Placement Program, which a student may have completed successfully before entering the College.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Academic Flexibility, which consists of three faculty members and the dean of the College. Before granting an exception, the committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his adviser and from the chairman of the department in which he proposes to major. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both (including especially those students who enter with several credits from the Advanced Placement Program) are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The College suggests consideration of the following, as examples of special programs which might be followed:

Enrichment and Independent Study: Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Academic Flexibility may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and will complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a) above, will also include some advanced independent work relating to both departments.
- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of two or three of his last four semesters, two double credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for *honors*, may be granted departmental or interdepartmental *honors* for these programs.

Graduation in less than eight Haverford semesters: Students with extra credits, gained from the Advanced Placement Program, summer school, or carrying an overload, or from some combination of these,

may be able to finish requirements for the Haverford degree in less than the normal four years. Other students may obtain credit for a year's work under either the Study Abroad or the Junior Year Language programs. Such students, like transfer students, may graduate after fewer than eight semesters at Haverford, but with the usual 36 course credits.

Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Academic Flexibility may approve an individual student course program for graduation with fewer than the usual number of courses. Three examples of possible programs are:

- (a) *Graduation after three years:* A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 15 or more courses, may request permission to graduate after only two more years at the College. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual limited elective and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the committee and by his major supervisor.
- (b) *A term away from Haverford:* There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad. A student accepted into the "term away" program must meet all departmental and limited elective requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Academic Flexibility and by his major supervisor, and evaluated by them after completion.
- (c) *Reduced course load:* The 36 course requirement in effect at Haverford helps to assure that diversity which is an important

part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Academic Flexibility is authorized to permit some students, where good reason can be shown, to omit one of their courses.

Graduation in more than eight Haverford semesters: Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more. The Committee on Academic Flexibility may permit some students to remain at Haverford for a fifth year. Examples would include students with physical handicaps which prevented them from carrying a full load, students who change their goals or who have aspirations (such as a double major) for which more than four years might be required, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which *academic* credit at Haverford is not appropriate.

Developmental Reading

A program of developmental reading, under the supervision of the counselors, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and possibly some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

Preparation for Professions

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and Biology 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; international affairs, Mr. Mortimer; law, Mr. Lane; medicine, Mr. Cadbury or Mr. Santer; theology, Mr. Spiegler.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

Regulations

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the dean and the two instructors concerned.

Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing, and audited courses are not listed on the transcript.

Course Changes

Courses may be changed during the first week of each new semester. During that time students are free to make changes after consultation with their advisers and the dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the dean.

A student who has registered for a fifth course in a semester when he need take only four, may drop that course without penalty at any time before the end of the third week of classes with the approval of his adviser and the Dean.

Lecture and Laboratory Courses

With the approval of the instructor in the course, the student's adviser, and the dean, a student may take for credit either the laboratory work or the class work of a course which normally includes both. The grade received would be recorded on the student's transcript with the notation "Lecture only" or "Laboratory only," as the case might be. The grade received would not be included in the calculation of the student's average.

Such a course would not be included among the 36 courses required for graduation, nor among the 21 courses required outside the student's major department, nor among the courses needed to meet a limited elective requirement.

Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade, or in some senior seminars, a written evaluation for each student. A grade of "c.i.p." (course in progress) may be submitted at midyears for senior research courses which run throughout the year, and for certain other courses as agreed on by the instructor and the dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). Beginning with the class of 1971, numerical grades given during a student's first four semesters will be used for internal College purposes only. The transcript record will indicate what courses a student has taken during his first two years, with a notation if he fails, drops or withdraws from any one of them.

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Should it be necessary to release any of these grades, exceptions will be administered by the dean.

If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "DR" and counts as a 40. If a student is permitted to withdraw from a course for reasons beyond the student's control, such as illness, it is recorded as "W" and is not assigned a numerical grade, nor regarded as a failure.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from College freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the mid-year or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

Courses Taken Without Recorded Grade

Juniors and seniors may elect one course each semester outside the division of their major department for which no grade will be recorded on the transcript. A notation will be made, however, if the student fails, drops or is permitted to withdraw from the course.

Courses With Written Evaluation

In certain senior seminars, a department may choose to give a brief written evaluation of a student's performance instead of a numerical

grade. These evaluations will be attached to the transcript record and will serve in place of numerical grades in those courses. Where such evaluation is to be used, this fact will be announced to the students at the time of registration.

Intercollegiate Cooperation

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford, Bryn Mawr College, Lincoln University, Swarthmore College, and the University of Pennsylvania. Under this arrangement, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

Students wishing to take advantage of this arrangement must obtain the permission of the dean. Such permission is seldom granted to freshmen, but is normally granted to others unless the course in question conflicts with required appointments at Haverford. It is not granted if an equivalent course is offered at Haverford; however, if taking the course elsewhere will resolve a serious schedule conflict, the dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Haverford students taking courses at Swarthmore College or the University of Pennsylvania are expected to make their own arrangements for transportation. Bryn Mawr and Haverford jointly operate a bus which makes regular hourly trips between the two campuses on weekdays.

Study Abroad

Well-qualified students who request it may be granted permission to spend a semester or a year studying in a foreign country. Such permission will require approval of the student's major supervisor and the dean. If the student is not a language major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their entire junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sophomore year. The program of studies abroad must be worked out in advance; if the program is completed successfully, the college will grant credit toward the degree for the work accomplished. Scholarship funds may be transferred for approved study abroad.

Junior Year Language Program

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford—Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the dean in the early spring of the sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the dean.

African Studies

Students wishing to focus their interests on African civilization are encouraged to enroll in courses emphasizing African materials offered by several departments in the humanities and social sciences at the three Quaker colleges and to arrange for regional concentration in fulfilling departmental requirements for majors. In planning their programs students should consult Professor Harvey Glickman, director of African studies, or Professor Wyatt MacGaffey.

Visitors and Lectures

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest is used to bring to Haverford "distinguished scientists and

statesmen," whose visits may last anywhere from a few hours to a full academic year. On pages 21-22 of this catalog is a list of the visitors brought to the campus under this bequest during the academic year 1966-1967. A recent bequest from the late William Gibbons Rhoads and a generous gift from a donor who wishes to remain anonymous enable the college also to bring to the campus distinguished visitors in the humanities.

The Haverford Library Lectures and the Shipley Lectures, both endowed lectureships, provide annual speakers. The endowment for the former, a gift from the estate of Mary Farnum Brown, is available "for an annual course or series of lectures before the senior class of the college, and other students, on the Bible, its history and literature, and as a way may open for it, upon its doctrine and its teaching." The fund for the latter was presented by Samuel R. Shipley, in memory of his father, Thomas Shipley. The income from the Shipley fund is used "for lectures on English literature." At the weekly Collection meetings of the whole College, prominent visitors talk to the student body on subjects of current interest.

The Class of 1898 Lectureship was established by that class in 1948.

Summer Programs

Haverford does not have a regular summer session, but it does act as sponsor for a variety of non-academic as well as educational programs.

In 1967-68 the College offers a co-educational Summer Language Institute, with intensive instruction in German and French. This program is designed for students and teachers who wish to start a new language, and does not carry regular term credit at the College.

Post-Baccalaureate Fellows (page 58) are eligible to participate in this program. Courses are also available for these Fellows in mathematics, biology and English.

In 1967-68 the first Haverford Chamber Music Center is being held at the College, with a string quartet, a concert pianist and American composers in residence. The program offers individual and group instruction in chamber music, its instruments and composition. Four Sunday evening public concerts add performing experience.

POST-BACCALAUREATE FELLOWSHIP PROGRAM

Under this program, established in 1966, fellowships are awarded to young men and women of promise who can profit by studying for a year at a highly demanding liberal arts college after receiving the bachelor's degree and before entering graduate or professional school. It is supported by substantial grants from the Rockefeller Foundation and the Josiah Macy, Jr. Foundation and smaller grants from several other sources. Most of the scholarships have been awarded to graduates of the predominantly Negro colleges of the South.

The program centers at Haverford College, which handles the funds and supplies office space for the director, William E. Cadbury, Jr., who was dean of the College from 1951 until his resignation in January 1966, to accept this position.

For the academic year 1967-68, support is available for approximately 30 students interested in earning a Ph.D. degree and following careers of college or university teaching and research, for 20 students interested in medicine, and for 4 students interested in public affairs. Fellows for this year will study at Bryn Mawr, Haverford, Knox, Oberlin, Pomona and Swarthmore colleges. They will choose their courses from the regular offerings, selecting those they feel will best fill their scholarly needs and interests.

GRADUATE STUDY

The College is empowered to grant degrees of Master of Arts or Master of Science, but very few candidates for these degrees are currently being admitted. The resources of the T. Wistar Brown fund, formerly used to assist such candidates, are currently being used for the support of mature scholars who wish to study in fields which Haverford's position as a Quaker college makes particularly appropriate. Normally such scholars are not candidates for degrees at Haverford.

Inquiries about graduate work at Haverford should be addressed to the director of admissions.

HONORS

Honorable Mention

Honorable mention in a single year course will be awarded at the end of the freshman or sophomore year, or at the end of the junior or senior year in any course outside a student's major field, for acceptable

work in that course and additional work in the total amount of not less than 75 hours. Candidates for *honorable mention* must obtain a minimum average of 85 in the regular work of the year course and may be required to pass an examination on the additional work. Two courses of one semester each in the same department may be construed as a single course.

A student who has received the prescribed grade in the regular work of a course required for *honorable mention*, but who has not done the additional work required in connection with that course, may do so with the consent of the professor in charge during the succeeding year.

Final Honors

Final honors are awarded to students who have undertaken and carried through academic work of high quality. *Final honors* are of two kinds, those awarded by departments and those awarded by the College.

1. A student who is considered to have the requisite ability is invited by his department to become an *honors* candidate as early as possible in the course of his major work. The exact nature of departmental *honors* work and the criteria used in judging it are listed in the departmental statements in this catalog. For *honors* the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded department *honors* may be invited by the Committee on Honors, Fellowships, and Prizes to stand for College honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the committee.

The Committee on Honors, Fellowships, and Prizes will fix the minimum academic standards and procedures acceptable in any year

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for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

Honor Societies

PHI BETA KAPPA.—The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President*, John F. Gummere '22; *Vice-President*, George H. Nofer, II '49; *Secretary*, Holland Hunter '43; *Treasurer*, John Davison '51.

FOUNDERS CLUB.—The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President and Treasurer*, Stephen R. Miller '49.

Courses of Instruction



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The numbering system used in this *Catalog* involves a two-digit number for most semester courses. Courses numbered from 11 through 20, primarily freshman courses, are open to all students unless otherwise restricted; courses numbered from 21 through 30 are open to sophomores, juniors and seniors; courses numbered from 31 through 60 are open to juniors and seniors; courses numbered from 61 through 80 are open only to seniors; courses numbered from 81 through 89 are project courses open to seniors and, in exceptional circumstances, to juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

The College does not assign a specific number of credit hours to each course. However, for agencies which require that records be submitted in terms of credit hours, the following rules apply: Each semester's work, if completed satisfactorily with a full load of four or five courses, carries 15 semester hours credit. If a course is failed, credit is reduced by one-fourth or one-fifth, depending on whether the student is carrying four or five courses. Three hours is added for each course over five. Each laboratory course, when evaluated separately, is counted as four semester hours.

ASTRONOMY

Professor LOUIS C. GREEN, *Chairman*

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

Major Requirements

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 44, 45, 46; Astronomy 81 or 82, 100; Mathematics 21; Physics 18. Three written comprehensive examinations of three hours each.

Requirements for Honors

All astronomy majors are regarded as candidates for *honors*. The award of *honors* will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

11, 12 DESCRIPTIVE ASTRONOMY

Mr. Green

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

41 GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called *Physics 41*)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Physics 18 and Mathematics 13, 14 or 19.

Offered in 1967-68 and alternate years.

42 PLASMA PHYSICS

Mr. Green

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet, and cosmic ray fluxes; the distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources, and the magnetic field of the galaxy. Prerequisite: Physics 18.

Offered in 1967-68 and alternate years.

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- 44 QUANTUM MECHANICS OF ATOMS AND MOLECULES Mr. Anderson
(Also called Chemistry 44)

The structure and spectra of atoms and simple molecules are derived quantum mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent, and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed. Prerequisite: Mathematics 13, 14, Physics 13, 14, and either Chemistry 13, 14 or 15, or consent of the instructor.

In 1967-68, offered at Bryn Mawr as Chemistry 303b.

- 45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS Mr. Green
(Also called Physics 45 and Mathematics 45)

The principal ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed. Attention is given to the properties and the relations between such special functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric. An introduction to Sturm-Liouville theory is presented. Approximate solutions are sought by perturbational, variational, iterative, and numerical procedures. Examples are chosen from such fields as Hamilton-Jacobi theory as applied to problems of the motion of the satellites, planets, and charged particles in the solar system, quantum mechanics as applied to nuclear, atomic, and molecular structure and certain scattering problems, diffusion problems, aerodynamics, and radiative transfer. Prerequisites: Physics 18 and Mathematics 13, 14 or 19, or consent of the instructor.

Offered in 1968-69 and alternate years.

- 46 STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Physics 18.

Offered in 1968-69 and alternate years.

- 81, 82 SPECIAL TOPICS IN ASTROPHYSICS Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics and astronomy.

- 100 SENIOR DEPARTMENTAL STUDIES Mr. Green

BIOLOGY

Professor ARIEL G. LOEWY, *Chairman*

Associate Professor MELVIN SANTER

Associate Professor IRVING FINGER

Assistant Professor DIETRICH KESSLER

Assistant Professor EDWARD YAROSH

Assistant GRACE STODDARD

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year.

Biology 11 and 12 are designed primarily for students not intending to major in biology. The prospective biology major normally takes no biology in his freshman year, but instead prepares himself for work in biology by taking chemistry and perhaps mathematics or physics.

The courses designed for the major program are built up in a series of three stages:

- (1) One full year sophomore course (21-22) which introduces the student to cellular, microbial and developmental biology.
- (2) Four advanced courses (31, 32, 33, 34) to be taken at the junior or senior level, designed to create sufficient competence for research in the senior year.
- (3) One Senior Research Tutorial taken for single or double credit (chosen from 61-62, 63-64, 65-66, 67-68) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors. Senior Research Tutorials may be started with the consent of the instructor during the junior year. Students have the opportunity to apply for a summer research stipend which enables them to begin their research in the summer following their sophomore and junior years. Qualified chemistry or physics majors may be admitted to the Senior Research Tutorials with consent of the instructor.

Major Requirements

Biology 21-22; Biology 31, 32, 33, 34; one year-sequence of biology courses in the 60'S; Biology 100; Chemistry 13, 14 or Chemistry 15; Chemistry 25, 26. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

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A student who prefers to emphasize a more thorough preparation in the physical sciences has the option of replacing Biology 33 and 34 with two semester courses in chemistry, physics, or mathematics upon consultation with his major adviser.

The department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in biology: Mathematics 13, 14, or 19, 20; Physics 13, 14, or 18, 23; Chemistry 16, 21, 22.

Requirements for Honors

Since all biology majors participate in the departmental senior research program, they are all candidates for departmental *honors*. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance in Biology 100.

11 HEREDITY AND MOLECULAR BIOLOGY

Mr. Yarosh

Three hours; three lectures or two lectures and one discussion section.

A study of the mechanism responsible for biological inheritance. Lectures will emphasize key experiments in the development of modern genetic theory as well as the theory itself. This course is intended for the general student and assumes no previous knowledge of science.

12 BIOLOGICAL PROBLEMS FROM MICROBES TO MAN

Messrs. Finger, Kessler, Loewy, and Santer

Three hours; two lectures and one discussion section each week

This course will consider four separate topics, both for their intrinsic interest as well as for their ability to illustrate aspects of the scientific method. The following topics will be discussed: (a) the physical basis of inheritance (genes and chromosomes) and the changes in living things that have occurred throughout time (evolution); (b) how studies with microorganisms have contributed to our understanding of some important biological principles; (c) studies of living systems which shed light on problems of development and behavior; (d) the origin of man and his development through pre-history.

21-22 CELL STRUCTURE AND FUNCTION

Messrs. Finger, Kessler, Loewy, and Santer

Four hours; three lectures and one laboratory period each week

An introductory course in cell biology which combines the areas of cytology, biochemistry, biophysics, genetics, microbiology and some developmental biology. The purpose of this course is to integrate these diverse approaches into a unified view of cell structure and function. This is a sophomore course, although freshmen with adequate preparation in chemistry can qualify with permission of the instructor. Students who wish to postpone the course to the junior year should obtain permission of the instructor at the end of their freshman year. Prerequisite: Chemistry 13, 14 or 15, or consent of the instructor.

BIOLOGY

31 CELL BIOLOGY I: STRUCTURE AND FUNCTION OF PROTEINS AND NUCLEIC ACIDS Mr. Loewy

Four hours; three lectures and one laboratory period each week

A study of the structure and properties of proteins and nucleic acids. Emphasis is placed on physical-chemical and organic-chemical approaches to the study of biological macromolecules. Prerequisite: Biology 21-22; Chemistry 25 should be taken previously or concurrently.

32 CELL BIOLOGY II: METABOLIC BIOCHEMISTRY AND BIOSYNTHESIS OF MACROMOLECULES Mr. Santer

Four hours; three lectures and one laboratory period each week

A study of the various pathways of carbohydrate metabolism and of metabolic processes leading to ATP synthesis. The biosynthesis of amino acids and nucleotides, DNA, RNA and proteins and the biochemical evidence for the regulatory mechanisms which govern the production of macromolecules. Prerequisite: Biology 31 or consent of the instructor.

33 CELL BIOLOGY III: CYTOLOGY AND DIFFERENTIATION Mr. Kessler

Four hours; three lectures and one laboratory period each week

A study of intracellular structure and function emphasizing morphological and biochemical methods. Pertinent problems in cell differentiation are considered. Seminars are organized around discussions of original journal articles. Laboratory projects provide an introduction to cytochemistry with the light and electron microscopes. Prerequisite: Biology 21.

34 CELL BIOLOGY IV: HEREDITY AND REGULATION Mr. Finger

Four hours; three lectures and one laboratory period each week

The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the transcription of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 21-22, or consent of the instructor.

35 READING COURSE IN EVOLUTIONARY THEORY Mr. Finger

The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews and scientific journals. Prerequisite: Biology 12 or 21-22, and consent of the instructor.

61-62 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS Mr. Loewy

Student research on the molecular basis of structure formation. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.

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63-64 SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY

Mr. Santer

Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.

65-66 SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS

Mr. Finger

The major problem to be studied is the regulation of gene activity. Prerequisite: Consent of the instructor.

67-68 SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY

Mr. Kessler

Research on changes in cellular structure correlated with functional changes, particularly with nucleic acid synthesis in the nucleus using electron microscopy and autoradiography. Student discussions based on reading and research are encouraged. Prerequisite: Biology 33 or consent of the instructor.

81, 82 PROJECTS IN BIOLOGY

Staff

Prerequisite: Consent of the instructor.

100 SENIOR DEPARTMENTAL STUDIES

Staff

A senior seminar which meets one evening each week consisting of:

- (a) Presentation for discussion of research plans and research results by students and faculty.
- (b) Participation in the department's Philips visitors program.
- (c) Presentation by students of "Comprehensive Papers" on contemporary developments in experimental biology providing an opportunity for library research and for the writing of a paper.
- (d) A written, open-book "Comprehensive Examination" testing the student's ability to synthesize and analyze the material in the course work.

CHEMISTRY

Associate Professor HARMON C. DUNATHAN, *Chairman*

Professor ROBERT I. WALTER

Associate Professor JOHN P. CHESICK

Associate Professor COLIN F. MACKAY

Assistant Professor ROBERT M. GAVIN, JR.

Sloan Assistant Professor JEAN B. KIM

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves

the function of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A major in chemistry who plans to undertake graduate study in that or a related field should include in his program courses 34, 53, and two additional courses in either chemistry or physics, together with German 13, 14. This program provides a level of training equivalent to that recommended by the American Chemical Society. For the courses in chemistry required for premedical preparation, see page 52.

A grade of 3 or better on the CEEB Advanced Placement examination in chemistry will assure placement in Chemistry 15. A grade of 5 or 4 will usually qualify an entering student for placement in Chemistry 25 or Chemistry 16. The school course records and recommendations are the deciding factors in the cases of grades of 4. For students who have not taken the CEEB Advanced Placement examination, the assignment to Chemistry 15 or 13 will be based on school records and a placement test given at Haverford during freshman orientation week.

Major Requirements

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 51, 100, and one additional course in chemistry; Mathematics 13, 14 (or 19), and Physics 13, 14 (or Physics 18 and 23).

A student interested in an area of chemistry related to another discipline may, in consultation with the department, work out a major program which substitutes upper level courses in other departments for selected required chemistry courses.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

Requirements for Honors

Students who are considered qualified will be invited to become candidates for departmental *final honors* during the second semester of the junior year. *Honors* candidates will be expected to complete a senior laboratory research problem at a level superior both in quality and quantity of effort to that expected in normal course work. The award of *final honors* by the department will be based upon superior performance in the research problem, in major courses, and in the senior comprehensive examinations.

HAVERFORD COLLEGE

13 PRINCIPLES OF CHEMISTRY

Mr. Walter and staff

Four hours; three lectures and one laboratory period each week

A study of stoichiometry, atomic structure and the periodic table, energy changes in chemical processes, and equilibrium systems. Illustrations are taken from each of the traditional branches of chemistry.

14 STRUCTURE AND BONDING IN CHEMISTRY

Mr. Walter and staff

Four hours; three lectures and one laboratory period each week

A study of the concepts of structure, isomerism, and functional group, the properties of covalent bonds and of covalent molecules, and the factors which influence the rates of reactions. Prerequisite: Chemistry 13.

15 PRINCIPLES, STRUCTURE, AND BONDING

Mr. Gavin

Four hours; three lectures and one laboratory period each week

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry (see the statement above). May not be taken for credit after Chemistry 13, 14.

16 THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS

Mr. Gavin

Four hours; three lectures and one laboratory period each week

A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15; Mathematics 13, 14 (may be taken concurrently); or Mathematics 19.

21 THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS

Mr. Chesick

Four hours; three lectures and one laboratory period each week

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, surface and polymer chemistry. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.

22 INTRODUCTION TO WAVE AND STATISTICAL MECHANICS

Mr. Chesick

The Boltzman distribution law, kinetic theory of gases, and elementary topics from statistical thermodynamics and quantum mechanics. Prerequisite: Chemistry 16 and Physics 14 (may be taken concurrently) or Physics 18. Chemistry majors with a strong interest in chemical physics may substitute Chemistry 303b and Chemistry 304a at Bryn Mawr College or appropriate courses in physics.

CHEMISTRY

25, 26 ORGANIC CHEMISTRY

Mr. Dunathan

Four hours; three lectures and one laboratory period each week

A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: A grade of 70 or higher in Chemistry 14 or 15.

34 ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY

One lecture and two laboratory periods each week

Mr. Gavin

Laboratory study of the applications of spectroscopic, x-ray, and other methods to the determination of molecular structure, and of the reactive and non-reactive interactions of molecules and ions. Prerequisite: Chemistry 21, 22 (may be taken concurrently).

44 QUANTUM MECHANICS OF ATOMS AND MOLECULES

(See Astronomy 44)

51 INORGANIC CHEMISTRY

Mr. Chesick

Four hours, two lectures and two laboratory periods each week

Lectures on theoretical and systematic descriptive inorganic chemistry. Laboratory problems in qualitative inorganic analysis and inorganic preparations in aqueous and non-aqueous systems. Prerequisite: Chemistry 22, or permission of the instructor.

53 QUALITATIVE ORGANIC ANALYSIS

Mr. Walter

Four hours, two lectures and two laboratory periods each week

The identification of organic compounds, with major emphasis on degradative and spectroscopic methods as applied to structure determinations. Prerequisite: Chemistry 26.

54 ADVANCED ORGANIC CHEMISTRY

Mr. Dunathan

Selected topics from the fields of stereochemistry and organic reaction mechanisms. Prerequisite: Chemistry 26.

Offered in 1968-69 and alternate years.

56 BIOCHEMICAL MECHANISMS

Mr. Dunathan

The organic chemistry of proteins, polypeptides, and polynucleotides. The theory and mechanism of enzyme action. Selected biological problems of chemical interest. Prerequisite: Chemistry 26.

Offered in 1967-68 and alternate years.

HAVERFORD COLLEGE

61, 62 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY

Messrs. Gavin and Chesick

Directed research in problem of molecular structure determination, hot atom chemistry, gas phase reaction kinetics and photochemistry, or one of a selected group of topics in inorganic chemistry.

63, 64 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY

Messrs. Walter and Dunathan

Directed research in areas of physical-organic chemistry and biochemistry. Topics include the synthesis of stable free radicals and the theoretical interpretation of their chemical and spectroscopic properties, a study of the mechanism of action of enzymes utilizing pyridoxal phosphate as a cofactor.

Students taking research tutorials will generally register for 61 or 63 as a double course in the first term followed by 62 or 64 as a single course in the second term. Laboratory work extending through two semesters is usually expected of a candidate for departmental final honors. A final paper and oral presentation of the work will be expected.

100 SENIOR SEMINAR AND COMPREHENSIVE EXAMINATION

Chemistry 100 will be conducted as a seminar devoted to the review and application of the fundamental principles of the discipline. The emphasis will be on appropriate topics of current research interest suggested by the lectures of Philips visitors, selected colloquia and professional society speakers, and faculty research. Active student participation will be encouraged by discussion of current student research and related literature surveys. It is expected that the work of the semester course unit of Chemistry 100 will be distributed throughout the school year to take advantage of guest lecturers. The principles and applications will be covered by a final comprehensive examination to be given in May.

Students should register for Chemistry 100 in both the fall and spring terms, since the work of the course will be distributed through two semesters. Course credit is given, however, only for second semester.

CLASSICS

Professor HOWARD COMFORT, *Chairman*
Assistant Professor DANIEL J. GILLIS
Assistant Professor EDWARD M. MICHAEL
Visiting Lecturer GRACE SIMPSON
Visiting Instructor S. FREDERIC JOHANSON

The Classics Department offers instruction in the language, literature, and civilization of the Greek and Roman peoples. Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in Classical Civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the Classical Tradition into its modern manifestations.

Major Requirements

Two major programs are available in this department:

A. Classics Major: twelve semester courses divided between Greek and Latin, of which two must be either Classics 31, 32 or 33, 34 or 81, 82; Classics 100; a written examination in translation from Greek and Latin, to be taken at a time set by the department, ordinarily not later than the second week of the second semester of the senior year. If a candidate fails this examination the department will decide when he may repeat it.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the department, involving at least one ancient language and one modern field of study, and a substantial paper; eight semester courses in Greek or Latin; four semester courses in the related field in other departments; Classics 100; a written examination in translation from Greek or Latin. If a candidate fails this examination the department will decide when he may repeat it.

Requirements for Honors

A. Classics Major: an average of 85 or better in classics courses during the junior and senior years; a grade of 85 or better in the translation examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the department; a one hour oral examination on honors and course work.

B. Requirements for *honors* in Classics and the Classical Tradition are the same as for *honors* in Classics except that courses in the related field outside the department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper, which may be an extension of the paper required for the Major; the oral examination will cover both ancient and modern parts of the candidate's special field.

Courses in Greek Language and Literature

11-12 ELEMENTARY GREEK

Mr. Michael

Intensive study of the elements of the language followed by reading of the *Ion* of Plato, the *Alkestis* of Euripides, and a dialogue of Lucian.

21 INTRODUCTION TO GREEK LITERATURE

Mr. Johanson

Readings in Homer's *Iliad* and *Odyssey*, with lectures and reports on the Homeric world. Prerequisite: Classics 11-12 or the equivalent.

HAVERFORD COLLEGE

22 INTRODUCTION TO GREEK LITERATURE

Mr. Michael

Reading of Greek lyric poetry, with special emphasis on the techniques of literary criticism; collateral reading of other types of Greek poetry. Prerequisite: Classics 21 or permission of the instructor.

31 GREEK LITERATURE OF THE FIFTH CENTURY: POETRY

Mr. Michael

Reading of two or three of the tragedies of Sophocles, plus critical study of his other plays in English translation. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1968-69 and alternate years.

32 GREEK LITERATURE IN THE FIFTH CENTURY: PROSE

Mr. Gillis

Readings in the *Histories* of Herodotus and Thucydides, with special attention to literary aspects of the works. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1968-69 and alternate years.

33, 34 GREEK LITERATURE IN THE FOURTH CENTURY AND LATER

Mr. Michael

Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent. Classics 34 may be taken without 33.

Offered in 1967-68 and alternate years.

Courses in Latin Language and Literature

13-14 ELEMENTARY LATIN

Mr. Comfort

Basic instruction in Latin declension and conjugation; then Cicero's *In Catilinam I*, nearly all the poems of Catullus, and selected Letters of Pliny.

Offered on sufficient demand.

15 LATIN LITERATURE I: PROSE

Mr. Comfort

Review of grammar and vocabulary; reading of five or six major orations of Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.

16 LATIN LITERATURE I: POETRY

Mr. Comfort

Vergil's *Aeneid* I, IV, VI and selections. Prerequisite: Classics 13-14 and 15 or 17 or the equivalent at the discretion of the instructor.

- 17 **LATIN LITERATURE II** Mr. Comfort
 Reading of two plays of Plautus and two of Terence as examples of the Roman comic spirit, with special emphasis on the *vis comica* and theatricality of the plays. Prerequisite: Classics 15, 16 or four years of preparatory Latin.
- 18 **LATIN LITERATURE II** Mr. Comfort
 Reading of the poems of Catullus and selected poems of Horace.
- 23, 24 **LATIN LITERATURE III** Mr. Comfort and Miss Simpson
 Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor. These courses may be repeated for credit with change of content. Classics 24 may be taken without 23.
- 81, 82 **PROJECTS IN CLASSICS** Mr. Michael
 Prerequisites at the discretion of the instructor.

Courses in Classical Civilization not Requiring the Use of Greek or Latin

- 19, 20 **CLASSICAL CIVILIZATION: HISTORY AND LITERATURE**
 Messrs. Gillis, Johanson, and Miss Simpson
(Also called History 19, 20) Two lectures and one seminar meeting weekly
 Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation. Classics 20 may be taken without 19.
- 29 **SEMINAR IN GREEK CIVILIZATION** Mr. Johanson
(Also called History 29)
 Reading in translation of extensive portions of Greek literature, together with a study of the history of the age, within the framework of a designated topic of importance; special emphasis on the major conceptions of Greek historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. Topic for 1967-68: Alexander and the Hellenistic Age.
Offered in 1967-68 and alternate years.
- 30 **SEMINAR IN ROMAN CIVILIZATION** Miss Simpson
(Also called History 30)
 Reading in translation of extensive portions of Latin literature, together with a study of the history of the age, within the framework of a designated topic of importance; special emphasis on the major conceptions of Roman historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. Topic for 1967-68: The Prehistoric and Roman Periods of Britain and Western Europe.
Offered in 1967-68 and alternate years.
- 100 **SENIOR DEPARTMENTAL STUDIES** Staff

ECONOMICS

Professor HOLLAND HUNTER, *Chairman*

Professor HOWARD M. TEAF, JR.

Professor PHILIP W. BELL

On joint appointment with Bryn Mawr

Assistant Professor GEORGE I. TREYZ

At Bryn Mawr

Professor MORTON S. BARATZ, *Chairman*

Professor JOSHUA C. HUBBARD

Assistant Professor RICHARD B. DU BOFF

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory courses, Economics 11 and 12, are designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful in relation to a wide variety of student interests. The group of advanced courses supplies a theoretical and methodological foundation for those who expect to make use of economics in their professional careers. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written, and computer methods in analyzing this evidence.

The senior major's research project in Economics 61 may, under appropriate circumstances, be carried as a double course or be extended into the spring semester under Economics 82.

Men expecting to major in economics are advised to take Economics 11, 12 in their freshman year.

Major Requirements

Economics 11, 12; four semester courses from the 20-30 series; four semester courses from the 40 series; 61 and 100; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a written examination, a short research memorandum, and a brief oral examination.

Requirements for Honors

Plans for *honors* work will usually be laid during a student's junior year. An *honors* project will involve a paper of high quality, usually begun in Economics 61, together with an oral examination by the department and an outsider examiner.

11 INTRODUCTION TO ECONOMICS Messrs. Bell, Hunter, Teaf, and Treyz

Study of the institutions and principles of the American economy, with stress on the forces promoting stable growth with minimum inflation and unemployment. Diverse readings, class discussion, short paper.

12 INTRODUCTION TO ECONOMICS Messrs. Bell, Hunter, and Teaf

Analysis of the relationships that determine individual incomes and prices, the issues that arise in international economic affairs, and the problems that face poor countries. Diverse readings, class discussion, short paper.

(Economics 11 and 12 together present the basic concepts and evidence required for an understanding of current economic problems. Normally Economics 11 should be taken before Economics 12.)

21 AMERICAN ECONOMIC DEVELOPMENT Mr. Du Boff

Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; and shorter-term variations in business activity and capital investment. Quantitative findings provide the points of departure. Prerequisite: Economics 11, 12.

22 NON-WESTERN ECONOMIC DEVELOPMENT Mr. Baratz

An introduction to the institutional settings and economic patterns that account for underdevelopment in poor countries, and a review of efforts to overcome barriers to rapid development. Case studies of selected countries in Latin America, Africa, or Asia. Prerequisite: Economics 11, 12.

23 MONEY AND BANKING Mr. Hubbard

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisite: Economics 11, 12.

24 PUBLIC FINANCE AND FISCAL POLICY Mr. Hubbard

A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable, full-employment economy. Prerequisite: Economics 11, 12.

25 PRIVATE ENTERPRISE AND PUBLIC POLICY Mr. Baratz

A theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisite: Economics 11, 12.

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- 26 INTERNATIONAL ECONOMIC THEORY AND POLICY Mr. Bell
The theory and practice of international trade. The balance of payments, and the theory of disturbances and adjustment in the international economy. Economic integration. Relationships between rich and poor countries, and the impact of growth and development on the world economy. Prerequisite: Economics 11, 12.
- 32 THE SOVIET SYSTEM Mr. Hunter
(Also called Political Science 32.)
An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: Two semester courses of economics, political science, or history.
- 35b WESTERN EUROPEAN ECONOMIC DEVELOPMENT Mr. Du Boff
Selected topics in the economic history of Britain, France, Germany, and Italy since 1760 are examined, both theoretically and empirically. Representative topics may include the "industrial revolution," technological change, demographic trends, the growth of international trade and finance, the impacts of the world wars, and the effects of national economic policies. Prerequisite: Economics 11, 12.
Offered in 1968-69 and alternate years.
- 36 COMPARATIVE ECONOMIC SYSTEMS Mr. Du Boff
An analysis of capitalist, socialist, and Marxist-Leninist theories and their relevance to modern economic development. Special attention is paid to twentieth century institutions in Western Europe and the United States. Some major issues regarding the changing American economy will be discussed. Prerequisite: Economics 11 or 12.
Offered in 1967-68 and alternate years.
- 37 TECHNOLOGY, WORK, AND LEISURE Mr. Teaf
Study of the social and personal problems arising out of rapid technological change and its effect on the labor force. Responses of unions, employers, and public authorities. Arrangements for minimizing insecurity and conflict. Prerequisite: Economics 11, 12, or two courses in sociology.
- 38 THE MODERN CORPORATION Mr. Teaf
An analysis of the institutional fundamentals underlying corporate decision-making, and a review of ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 11, 12.
- 39 LATIN AMERICAN ECONOMIES AND POLITIES
(Also called Political Science 39.) Mrs. Marshall and Mr. Baratz
Detailed study of certain basic political and economic problems in Latin America. Open to students who have had at least one year of political science and one year of economics. Preference is given to those who have a reading knowledge of Spanish.
Offered in 1967-68 and alternate years.
Offered at Bryn Mawr as Interdepartmental 305a.

41 CORPORATE AND NATIONAL ACCOUNTING Mr. Teaf

A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

43 STATISTICAL METHODS IN ECONOMICS Mr. Treyz

An introduction to the concepts and procedures that underlie the quantitative analysis of economic and other social data. Frequency distributions, probability and sampling, time series, index numbers, regression analysis, computer programming. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

44 INTRODUCTION TO ECONOMETRICS Mr. Treyz

Quantitative methods of economic analysis and forecasting are presented in class and then used by students in individual projects. Multiple regression analysis, econometric models, economic forecasting, use of maximization and input-output methods. Prerequisite: Economics 43, Mathematics 18, or permission of the instructor.

45 MACROECONOMIC ANALYSIS Mr. Bell

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisite: Economics 11, 12.

46 MICROECONOMIC ANALYSIS Mr. Bell

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 11, 12.

47 DEVELOPMENT ANALYSIS Mr. Hunter

Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Economics 11, 12.

61 EMPIRICAL SEMINAR Mr. Teaf

Current problems, selected to accord with student interests, are investigated with the aid of economic theory and quantitative methods. Research paper required. Prerequisite: permission of the instructor.

81, 82 INDIVIDUAL PROJECTS Staff

100 SENIOR DEPARTMENTAL STUDIES Staff

ENGINEERING AND APPLIED SCIENCE

Professor THEODORE B. HETZEL, *Chairman*

Associate Professor THOMAS A. BENHAM

Assistant, NORMAN M. WILSON

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the College's IBM 1620 digital computer.

The courses for the engineering major plus the general College requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering," or "Engineering Administration." Two alternatives in major requirements provide opportunity for those wishing to concentrate in areas of special interest.

Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools. Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for engineering employment and also for future study and training.

Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

Major Requirements

Engineering 11, 12, 21, 23, 24, 26, 31, 32, 41 or 43, 61 or 62, 100; Mathematics 13; Physics 13; Economics 11, 12; and *either* (A) Chemistry 13, 14 (or Chemistry 15), and two additional courses above the introductory level in engineering, mathematics, chemistry, physics, or astronomy; *or* (B) two additional courses above the introductory level, from engineering, mathematics, physics or astronomy, and two more courses from the social sciences, chosen in consultation with the Engineering Department.

11 INTRODUCTION TO ENGINEERING DESIGN

Mr. Hetzel

One class and two laboratory periods a week

This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.

12 NUMERICAL METHODS

The course will emphasize methods which are suitable for high speed electronic computers. Extensive use will be made of the IBM 1620. The following topics will be discussed: systems of linear equations, interpolation polynomials, numerical integration and differentiation, difference methods, ordinary linear differential equations, propagation of errors, and commonly used statistical techniques. Prerequisite: Mathematics 13 (or the equivalent).

21 ANALYTICAL MECHANICS

Mr. Hetzel

A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations. Prerequisite: Mathematics 13.

23 MATHEMATICAL METHODS IN ENGINEERING

Mr. Benham

Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisite: Mathematics 13; Physics 13; Engineering 12, or consent of the instructor.

24 ENGINEERING DESIGN

Staff

One class and two laboratory periods a week

Each student will undertake a project that synthesizes the creative aspects of technical invention, design, and construction, with social and economic considerations. Prerequisite: Engineering 11 or consent of the instructor.

26 INTRODUCTION TO ELECTRICAL ENGINEERING

Mr. Benham

Four hours, including one laboratory period a week

Direct and alternating current circuits and machines; transient phenomena. Engineering 23 recommended.

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31 INTRODUCTION TO ELECTRONICS Mr. Benham

Four hours, including one laboratory period a week

Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 26.

32 THERMODYNAMICS Mr. Hetzel

A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration. Prerequisite: Mathematics 13; Physics 13.

41 MECHANICS OF MATERIALS Mr. Hetzel

Three classes per week including occasional laboratory periods

A study of the elastic behavior of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 15.

42 INTERNAL COMBUSTION ENGINES Mr. Hetzel

The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion and injection, etc. and several laboratory investigations of engine performance. Prerequisite: Engineering 32, or consent of the instructor.

Offered in 1967-68 and alternate years.

43 CIRCUIT THEORY Mr. Benham

Four hours, including one laboratory period a week

Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).

Offered in 1968-69 and alternate years.

44 ADVANCED ELECTRONICS Mr. Benham

Four hours, including one laboratory period a week

Amplifiers, rectifiers, oscillators, pulse height analyzers. Prerequisite: Engineering 43 or Physics 23, 24.

Offered in 1968-69 and alternate years.

45 COMMUNICATION THEORY Mr. Benham

Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).

Offered in 1967-68 and alternate years.

61, 62 PROJECTS

Staff

Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial, and sociological aspects.

100 SENIOR DEPARTMENTAL STUDIES

Staff

ENGLISH

Associate Professor ALFRED W. SATTERTHWAITE, *Chairman*

Professor RALPH M. SARGENT

Professor JOHN A. LESTER, JR.

Professor CRAIG R. THOMPSON

Professor JOHN ASHMEAD, JR.

Professor EDGAR SMITH ROSE

Professor FRANK J. QUINN

Assistant Professor JAMES C. RANSOM

Assistant Professor VICKI W. KRAMER

Lecturer RICHARD LUBARSKY

Lecturer NADINE MITCHELL

Lecturer DORIS QUINN

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their heritage; only if they realize through literature the full resources of language will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The department welcomes such students.

English 11-12 is a required course; it provides tutorial instruction in writing and practice in literary interpretation. Beyond the freshman year the department offers a variety of complementary courses embracing the study of literature in its temporal and cultural setting, movements, figures, genres, literary theory and criticism, and the art of writing.

Major Requirements

Two major programs are available in the Department of English.

A. Major in English Literature: English literature from the Renaissance to the end of the nineteenth century in a six-course sequence: English 23, 24, 33, 34, 43, 44, normally taken in order; three other courses within the department, including one in the 60's; English 100.

A student has the option of taking all six courses of the sequence, or of taking only four or five provided he chooses at least two from English 23, 24, 33 and two from English 34, 43, 44, and provided he assumes responsibility for independent study of the readings in the course or courses not taken. In any case the minimum requirement for the major is ten semester courses.

Two semesters in a classical literature (in Greek, Latin, or English) or in a modern literature (French, German, Spanish, or Russian) may be counted toward the English major.

B. Major in English and American Literature: English Literature from the Renaissance to the end of the eighteenth century in a four-course sequence: English 23, 24, 33, 34, normally taken in order; American literature from colonial times to the end of the nineteenth century: English 35, 36; three other courses within the department, two of these in American literature; English 100. A student has the option of substituting independent study for one of the English courses in the four-year sequence. In any case the minimum requirement is ten semester courses.

Courses in English taken at Bryn Mawr College (under the terms specified on page 55 of this catalog) may count toward the major in either program.

The comprehensive examination will consist of (1) synoptic questions testing the student's grasp of the materials of the six-course sequence in English literature (Program A), or of the combined sequence in English and American literature (Program B), (2) specific questions focused on the student's particular field of interest as approved in advance of the examination by the major adviser, and (3) critical questions on the appreciation, analysis, and interpretation of particular literary works.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin, also, for the Ph.D. degree in English.

Requirements for Honors

Students whose work shows superior achievement will be invited to become *honors* candidates at the end of their junior year. Candidates for *honors* must achieve an overall average of 85 or better in English courses (including 100) completed in their junior and senior years.

Each *honors* candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the department not later than May 1st of the student's senior year. To be accepted for *honors* this paper must, in the judgment of the English faculty, reveal superior achievement.

Final honors are awarded on the basis of achievement in courses, an honors project, and the comprehensive examination. *High honors* are granted on the further evidence of distinction in an oral examination.

11-12 READING AND WRITING ON HUMAN VALUES

Messrs. Sargent, Lester, Ashmead, Quinn, Satterthwaite, Rose,
Ransom, and Lubarsky. Mmes. Kramer, Mitchell, and Quinn
Chairman: Mr. Lester

Two class meetings and one tutorial meeting weekly.

Readings in the humanities and tutorial instruction in writing.

20 THE ART OF POETRY

Mrs. Kramer

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth.

21 GENERAL COURSE IN ENGLISH LITERATURE (I)

Mr. Lester

Major figures in English literature from the *Beowulf* poet to Milton (including Shakespeare).

22 GENERAL COURSE IN ENGLISH LITERATURE (II)

Mr. Lester

Major figures in English literature from Swift to Eliot.

23 LITERATURE OF THE ENGLISH RENAISSANCE (I)

Messrs. Sargent and Satterthwaite

A critical study of the poetry, prose, and drama of the Elizabethan age. The first of the period courses designed primarily for students intending to major in English literature.

24 LITERATURE OF THE ENGLISH RENAISSANCE (II)

Messrs. Sargent and Satterthwaite

A critical study of poetry, prose, and drama from the late Elizabethan period through the early Stuart reigns. Prerequisite: English 23 or consent of instructor.

28 LITERATURE AND LINGUISTICS

Mr. Ashmead

(See *General Courses, Linguistics 28*)

30 THE RISE OF THE NOVEL

Mr. Rose

A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.

31 THE DEVELOPMENT OF THE NOVEL

Mr. Lester

Narrative fiction from Austen to Joyce. Prerequisite: English 30 or consent of instructor.

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- 33 THE AGE OF MILTON Mr. Satterthwaite
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration drama. Prerequisite: English 24 or consent of instructor.
- 34 THE NEOCLASSICAL MOVEMENT Mr. Rose
A study of some of the major neoclassical works from Dryden to Johnson, with attention to critical theory, satire, drama, and the periodical essay. Prerequisite: English 33 or consent of instructor.
- 35 AMERICAN LITERATURE TO WHITMAN Mr. Ashmead
Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.
- 36 AMERICAN LITERATURE FROM WHITMAN TO DREISER Mr. Ashmead
Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser. Prerequisite: English 35 or consent of instructor.
- 39 SHAKESPEARE Mr. Sargent
Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24 or consent of instructor.
- 40 CREATIVE WRITING Mr. Ashmead
Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: junior standing and consent of the instructor.
Not offered in 1967-68.
- 43 THE ROMANTIC PERIOD Mr. Ransom
Critical reading in the imaginative literature of the English romantic movement, including Blake. Prerequisite: English 34 or consent of instructor.
- 44 THE VICTORIAN PERIOD Mr. Lester
Readings in the controversial, critical, and imaginative literature of the period. Prerequisite: English 43 or consent of instructor.
- 45 BRITISH LITERATURE OF THE TWENTIETH CENTURY Mr. Quinn
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.
- 46 AMERICAN LITERATURE OF THE TWENTIETH CENTURY Mr. Ransom
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.

47 LITERARY THEORY AND CRITICISM

Mr. Rose

(Also called *Philosophy 47*)

A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature. Discussions and critical papers. Prerequisite: two literary courses above the freshman level.

48 MODERN AMERICAN DRAMA

Mr. Ashmead

Modern American drama from O'Neill to the present, together with significant television plays and movies.

49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(Also called *History 49-50*)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious development of the epoch. The course begins with consideration of medieval universities. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. In addition to the required reading, students are given opportunity to follow some relevant topic of special interest to them.

Offered in 1967-68 and alternate years.

61 CHAUCER AND THE CHAUCERIANS

Mr. Quinn

A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: consent of the instructor. Enrollment limited.

62 TOPICS IN SHAKESPEARE

Mr. Sargent

Close study of a few plays. Seminar. Prerequisite: English 23, 24, or English 39, or consent of the instructor. Enrollment limited.

63 TOPICS IN AMERICAN LITERATURE

Mr. Ashmead

1967-68: Mark Twain

65 TOPICS IN AMERICAN LITERATURE

Mr. Rose

1967-68: T. S. Eliot

66 TOPICS IN ENGLISH LITERATURE

Mr. Ransom

1967-68: William Blake

81, 82 PROJECTS

Staff

Project courses consist of individual study and writing under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Candidates for *honors* are expected to undertake, in the last semester of the senior year, a project leading to the honors paper.

HAVERFORD COLLEGE

100 SENIOR DEPARTMENTAL STUDIES

Staff

A required course for majors, English 100 reviews the work of the major program in preparation for the Comprehensive Examination through (1) assignments in literature and in literary history, and (2) regular meetings devoted to the answering of sample questions in oral recitation, with criticism thereof.

FRENCH

(See Romance Languages)

GENERAL COURSES

CREATIVE WRITING 52 PROSE FICTION

Mr. Cook

Practice in the writing of prose fiction; study of narrative techniques, dialogue, organization, styles. Enrollment limited to ten students. Prerequisite: junior standing and consent of the instructor.

HUMANITIES 1-2-3-4 THE WESTERN TRADITION

Messrs. Gillis, Gutwirth, Kosman, and Lane

A double credit course which must be taken as a sequence of four semesters. The first year will be spent on readings in the epic and historical literature, poetry, drama, religion and philosophy of the ancient world. The second year will be devoted to reading major texts from Dante to Freud, with additional exploration of the artistic achievements of the West since the middle ages. Students will write frequent papers and participate in small tutorial groups. Enrollment will be limited to 16 freshmen. Students taking this course will not register for English 11-12.

HUMANITIES 21-22 INTERPRETATION OF LIFE IN WESTERN LITERATURE

Messrs. Butman, Gutwirth, Ransom, and Rose

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

GENERAL COURSES

HUMANITIES 45-46 INTERDEPARTMENTAL SEMINAR

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.

Not offered in 1967-68.

LINGUISTICS 21, 22 INTRODUCTION TO LINGUISTICS Mrs. Anderson

The first semester deals with anthropological linguistics, the second with historical and descriptive linguistics.

Offered at Bryn Mawr as Interdepartmental 308.

LINGUISTICS 28 LITERATURE AND LINGUISTICS Mr. Ashmead

An exploration, with the aid of visiting linguists, of recent applications of linguistics to the analysis, history and criticism of literature. Among the subjects to be considered are metrics, stylistics, transformational grammars and syntax, dialectics, translation, computational and machine analysis of literary work. Term paper, no examination.

Offered in 1967-68 only.

PHYSICAL SCIENCE 36 HISTORY AND PHILOSOPHY OF SCIENCE (Also called Philosophy 36) Mr. Green

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor, or a semester of college mathematics.

Not offered in 1967-68.

SOCIAL SCIENCE 38 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS Mr. MacGaffey and Visitors

A study of selected problems of society and the individual in contemporary Africa. The approaches of several social science disciplines will be utilized to explore the meaning of "change" and "development." The issues raised by a search for a synthesis of values and policies will be emphasized. Areas covered include: the character of emergent political systems, social restratification, economic development, the re-discovery of African history, artistic and literary expressions. The seminar will be organized around visits by experts in each of the areas covered; additional classes will integrate the materials discussed. Research papers or interpretive essays. Prerequisite: one year of social science and one year of humanities and consent of the instructor.

GERMAN

Associate Professor JOHN R. CARY, *Chairman*

Assistant Professor RICHARD P. JAYNE

Assistant Professor KATRIN T. BEAN

Lecturer MARIA MARSHALL

Lecturer HERTA SPRINGER

German 11-12, 13-14, 15-16, and 21 are primarily language courses. In the literature courses the major German writers are studied both as makers of literary movements and periods, and as innovators or inheritors of influential literary forms. Above all they are read as articulate spokesmen on behalf of Western man's ideas and feelings about himself and his world.

All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

Opportunity is given to students who complete elementary or intermediate German with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practice. A language laboratory is available.

Students who might profitably spend their junior year in Germany are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

Major Requirements

German 31 and one other period course; German 37 and one other *genre* course; German 43, 44, 100. Supporting courses to be arranged in conference with the major supervisor. A comprehensive examination.

Requirements for Honors

Honors in German will be awarded on the basis of a consistently high performance in the literature courses—at least one of which must be a project course—and a grade of 90 or better in the comprehensive examination. *High honors* will be awarded on the basis of a further oral examination.

GERMAN

1-2 ELEMENTARY AND INTERMEDIATE GERMAN

Mr. Cary

A double-credit course, meeting five times a week, offering a foundation of the language with emphasis on the aural-oral method. Increased importance is given to reading as the course progresses. Satisfies the foreign language requirement. Enrollment limited to 12 students.

Not offered in 1967-68.

11-12 ELEMENTARY GERMAN

Staff

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses. German 11 meets five times a week with corresponding reduction in outside preparation. This course is not open to freshmen who have had over two years of high school German.

13-14 INTERMEDIATE GERMAN: READING AND AURAL COMPREHENSION

Messrs. Cary, Jayne, and Mrs. Marshall

Emphasis on the acquisition of reading skills and ability to understand spoken German. Works of literary and cultural interest will be read. Prerequisite: German 11-12 or a satisfactory performance on a placement test.

15-16 INTERMEDIATE GERMAN: CONVERSATION, COMPOSITION, AND READING

Mrs. Bean

Especially recommended, in place of German 13-14, for those students who wish to improve their ability to speak and write German. Development of reading ability is also part of the course. Prerequisite: German 11-12 (or a satisfactory performance on a placement test) *and* consent of the instructor.

21 CONVERSATION AND COMPOSITION

Mrs. Bean

Intended for students who desire to strengthen their proficiency in speaking and writing German. Selected works of contemporary prose and poetry are read and discussed in German. Oral reports and compositions. Prerequisite: Permission of the department.

22 READINGS IN GERMAN LITERATURE

Mr. Jayne

Prose and poetry, essay and fiction from various periods. Discussion, reports, papers, lectures in German. Not a survey course. Prerequisite: German 21, or permission of the department.

31 LESSING, GOETHE, SCHILLER

Mr. Cary

Selected major works of these writers. Lectures, discussion, an essay. Prerequisite: German 22 or the equivalent.

Offered in 1967-68 and alternate years.

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- 32 CLASSICS OF THE NINETEENTH CENTURY Mr. Cary
A survey of German literary developments from the death of Goethe to Hauptmann and Nietzsche. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1968-69 and alternate years.
- 33 MODERN GERMAN LITERATURE Mr. Jayne
A survey of German literary developments from 1870 to the present: Poetry, drama, prose fiction. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1968-69 and alternate years.
- 35 GERMAN LITERATURE FROM THE BEGINNINGS TO THE BAROQUE Mr. Schweitzer
An intensive survey of the literature of the Middle Ages, Humanism and the Reformation, and representative works of the seventeenth century. The older works will be read in modern German translations. Lectures, discussion, and essay. Prerequisite: Consent of the instructor.
Offered in 1967-68 at Bryn Mawr as German 300a.
- 37 GERMAN LYRIC POETRY Mr. Jayne
Study of the work of various major poets from Goethe to the present. Various critical approaches will be discussed and used. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1967-68 and alternate years.
- 38 GERMAN DRAMA Mr. Cary
Study of various forms. Emphasis on parallel European and modern developments. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1967-68 and alternate years.
- 39 THE GERMAN NOVELLE Mr. Bänziger
Discussion of the evolution of this form, and close analysis of representative works. Prerequisite: Consent of the instructor.
Offered in 1967-68 at Bryn Mawr as German 305a.
- 43 ADVANCED TOPICS IN GERMAN LITERATURE Mr. Cary
1967-68: Thomas Mann. Prerequisite: Consent of the instructor.
- 44 ADVANCED TOPICS IN GERMAN LITERATURE Mr. Cary
1967-68: Kleist and Kafka. Prerequisite: Consent of the instructor.

81, 82 SPECIAL PROJECTS IN GERMAN LITERATURE

Messrs. Cary and Jayne

This course offers the student of German literature an opportunity to probe more deeply and more independently into a problem or an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

100 SENIOR DEPARTMENTAL STUDIES

Conferences on selected writers. Members of the department will share in the conducting of the conferences, which will focus on the works of authors to be included on the comprehensive examination.

HISTORY

Professor WALLACE T. MACCAFFREY, *Chairman*

Professor CRAIG R. THOMPSON

Professor EDWIN B. BRONNER

Associate Professor JOHN P. SPIELMAN, JR.

Assistant Professor ROGER LANE

Assistant Professor LINDA G. GERSTEIN

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the department, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evi-

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dence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism, and law.

Major Requirements

History 11-12 (or Humanities 3-4) and four other full year courses (or three full year courses and two half year courses) in history; History 100.

Two full year courses or their equivalent in related departments. At least two semesters of these courses must be in courses numbered 21 or higher.

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European History, 4) American History. Two comprehensive examinations are given, each three hours in length. The first is uniform for all majors and examines general ability to handle historical material and problems. For the second comprehensive examination each student is required to select a special field (a list of special fields offered is available from the chairman of the department) which will form the subject of that examination; History 100 will be used by the student to prepare for this examination. Students opting for a special field in Modern European or Medieval European history will be expected to have a competence in French or German; those in Classical history a competence in Latin or Greek.

Requirements for Honors

Honors will be granted to those senior majors whose cumulative grade average for all college courses in their fifth, sixth, and seventh semesters is 82 or better; who have an average of 85 or better in all history courses and who earn a comprehensive examination grade of 85 or better. *High honors* may be awarded to students showing unusual distinction in meeting all these criteria.

Cooperation with Bryn Mawr College

The history departments of Haverford College and Bryn Mawr College cooperate in arranging their offerings so as to enrich as much as possible the opportunities open to students in both institutions. Two courses (Haverford 21-22 and 25-26; Bryn Mawr 202 and 225) are offered jointly. These courses are given each year, alternating from one college to the other. Bryn Mawr history courses open to Haverford students are listed on pages 97-98.

11-12 INTRODUCTION TO WESTERN CIVILIZATION

Messrs. MacCaffrey, Lane, Spielman, and Mrs. Gerstein

A study of western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

Open to freshmen and sophomores only.

HISTORY

19, 20 CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

(See Classics 19, 20)

Messrs. Gillis, Johanson, and Miss Simpson

21-22 AMERICAN HISTORY

Messrs. Lane and Dudden

American history from colonial times to the present.

Offered in 1967-68 at Bryn Mawr as History 202.

23-24 MEDIEVAL EUROPEAN CIVILIZATION

(Also called Religion 23-24)

Messrs. MacCaffrey and Spiegler

A survey of Western European civilization from the fall of Rome to about 1300, including detailed study of religious thought and institutions as well as major political and economic development. Occasional lectures, extensive reading papers, and discussion, with a final examination.

Offered in 1967-68 and alternate years.

25-26 EUROPE SINCE 1848

Mrs. Gerstein

The main political, social, and cultural development of the European states since the mid-nineteenth century, and their diplomatic relations and imperial expansion. The first semester extends to the First World War.

28 THE IMPRESSIONIST ERA

Mr. Raskin

(See French 24)

29 SEMINAR IN GREEK CIVILIZATION

Mr. Johanson

(See Classics 29)

Offered in 1967-68 and alternate years.

30 SEMINAR IN ROMAN CIVILIZATION

Miss Simpson

(See Classics 30)

Offered in 1967-68 and alternate years.

33-34 BRITISH HISTORY

Mr. MacCaffrey

Selected topics in Britain's development from the twelfth century to the present with an emphasis on constitutional development but with considerable attention to related questions of social and economic change. Lectures, discussion, and papers.

Offered in 1968-69 and alternate years.

36 THE PROTESTANT REFORMATION

Mr. Spiegler

(Also called Religion 36)

Offered in 1968-69 and alternate years.

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40a HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(Also called Religion 40a)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of dominant Quaker conceptions are traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

42 TOPICS IN AMERICAN HISTORY

Mr. Lane

Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1967-68: Reinterpretation in American historical writing.

43-44 HISTORY OF RUSSIA

Mrs. Gerstein

A study of Russian history from Kievan times to the early 1920's. The first semester will deal with the period up to the end of the eighteenth century. Political, social, and economic aspects of Russian development will be included in the course.

Not offered in 1967-68.

45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT

(See Religion 45)

Mr. Gager

49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(See English 49-50)

Offered in 1967-68 and alternate years.

51 TOPICS IN REGIONAL HISTORY

Mr. Bronner

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.

Not offered in 1967-68.

55 TOPICS IN MODERN EUROPEAN HISTORY

Mr. Spielman

Seminar meetings and an extensive paper based on reading in source materials and secondary works. May be repeated for credit with change of content. Topic for 1967-68: Germany since 1870. Prerequisite: a reading knowledge of German and permission of the instructor.

HISTORY

- 56 TOPICS IN MODERN EUROPEAN HISTORY** Mrs. Gerstein
Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1967-68: The emergence of the Russian Intelligentsia, 1830-70. Prerequisite: History 11-12 and permission of the instructor.
- 57 TOPICS IN BRITISH HISTORY** Mr. MacCaffrey
Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1967-68: The English Reformation, 1530-60. Prerequisite: History 11-12 and permission of the instructor.
- 81, 82 PROJECT COURSES IN HISTORY** Staff
- 100 SENIOR DEPARTMENTAL STUDIES** Staff

Courses Offered at Bryn Mawr

- 204 EUROPE 1787-1848** Mr. Silvera
About one half of the first semester is devoted to the French Revolution; the second half to the spread of revolutionary ideas and the idea of nationalism throughout Western Europe during the Napoleonic period, concluding with the Vienna settlement and the Congress system. Semester II surveys European developments, with particular emphasis on political and social history from the age of Metternich. Topics considered include the effects of the Industrial Revolution, the growth of nationalism, varieties of socialism, and the revolutions of 1848.
- 207 LATIN AMERICA: COLONIES AND REVOLUTIONS** Mrs. Dunn
In the first semester the conquest of South America, the transplantation and modification of European institutions, the colonial society, economy and culture will be studied; in the second semester the revolutionary movements, and the establishments of new nations.
- 208 THE BYZANTINE EMPIRE** Mr. Brand
Political, institutional, and cultural history of the Byzantine (Later Roman) Empire from the reforms of Diocletian and conversion of Constantine to the capture of Constantinople in 1453. Contacts with Arabic, Turkish, Armenian, Slavic and West European peoples will be stressed.
- 210 TOPICS IN THE HISTORY OF THE NEAR EAST** Mr. Silvera
A survey of the European impact on the Ottoman Empire and the Arab world in the nineteenth and twentieth centuries. Among the topics to be studied will be the legacy of Islam, the Imperial policies of Great Britain and France, the rise of Arab nationalism.

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305 RENAISSANCE AND REFORMATION

Mr. Airo-Farulla

The course is concerned with European History from the fourteenth to the sixteenth century. The first term deals with the Renaissance, the second with the Reformation. Emphasis will be placed not only on the political and social developments, but also on the intellectual history of the period. Given in alternate years.

306a THE ENLIGHTENMENT

Miss Robbins

The intellectual history of the seventeenth and eighteenth centuries is studied in seminar discussions of selected books illustrating, amongst other things, the scientific revolution, the growth of skepticism, the traveler and the movement of ideas, morality and taste, optimism, the philosophic critics and analysts of government, law and international relations.

HISTORY OF ART

Under the co-operative arrangement between the colleges, Haverford students who wish to major in the history of art, or to take advanced courses in the subject, may do so at Bryn Mawr College. For particulars see the Bryn Mawr undergraduate catalog.

21, 22 INTRODUCTION TO THE HISTORY OF ART

The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly, with Mr. Janschka, resident artist at Bryn Mawr College, forms a required part of the course.

Offered at Bryn Mawr as History of Art 101.

MATHEMATICS

Associate Professor DALE H. HUSEMOLLER, *Chairman*

Assistant Professor JOHN A. THORPE

Assistant Professor DAVID P. KRAINES

Instructor HARRY L. ROSENZWEIG

Instructor JOSEPH E. YEAGER

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical developments; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 13, 14; 13, 16; 13, 18; and 13, 14, 18; and 19, 20. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 19 only upon consent of the department.

The more advanced courses cover work in the fields of analysis, algebra and topology. The student majoring in the department extends his studies into all of these areas.

A program consisting of Mathematics 13, 14, 21, and 20 or 22 and Mathematics 31 through 34 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. The course sequence 13, 16 is especially appropriate for the general liberal arts student.

Major Requirements

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 15, 16, 41, 42, 48; Astronomy 45, 46, Economics 24, or for prospective actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

Requirements for Honors

A student may be awarded *honors* in mathematics on the basis of course work in mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of mathematics.

13 ONE VARIABLE CALCULUS Staff

Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.

14 MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA Staff

Vectors in n -space. Partial derivatives. Multiple integrals. Theorems of Green and Stokes. Divergence theorem. Introduction to linear algebra. Prerequisite: Mathematics 13.

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16 NUMBER THEORY AND THE THEORY OF EQUATIONS Staff

Theory of divisibility and congruence for numbers and polynomials. Topics drawn from: quadratic reciprocity law, ruler and compass constructions, elementary field and Galois theory. The historical development of these topics will be considered. Prerequisite: Mathematics 13.

18 PROBABILITY AND STATISTICS Staff

Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13.

19 CALCULUS AND ANALYSIS Mr. Husemoller

Review of calculus. Series. Partial derivatives and multiple integrals. Introduction to linear algebra. Open to students with a background in calculus, but who have not taken Mathematics 13 or 14. Prerequisite: permission of the instructor.

20 ELEMENTARY COMPLEX ANALYSIS Staff

Line integrals. Complex derivatives. Cauchy theorem and residue calculations. Elementary conformal mapping. Harmonic functions. Introduction to Laplace transforms. Prerequisite: Mathematics 19 or 14.

21 LINEAR ALGEBRA Mr. Yeager

Groups. Vector spaces. Linear transformations. Matrices. Eigenvalues and eigenvectors. Inner product spaces. Multilinear algebra. Prerequisite: Mathematics 14 or 19.

22 ANALYSIS I Mr. Husemoller

The real number field. Rigorous development of differential and integral calculus. Metric spaces. Fundamental theorem of ordinary differential equations. Prerequisite: Mathematics 21.

31, 32 ANALYSIS II AND III Mr. Rosenzweig

Differential calculus on Euclidean space. Inverse and implicit function theorems. The Riemann and Lebesgue integrals. Manifolds. Stokes theorem on manifolds. Calculus of variations. Prerequisite: Mathematics 21 and 22 or 20.

33, 34 ALGEBRA Mr. Husemoller

Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 21. Prerequisite: Mathematics 21, and 20 or 22.

MUSIC

35, 36 TOPOLOGY

Mr. Kraines

General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisite: Mathematics 21 and 20 or 22.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS

(See *Astronomy* 45)

Mr. Green

Offered in 1968-69 and alternate years.

61, 62 SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY

Mr. Husemoller

Content varies from year to year to fit student needs. In 1967-68 the course will include an introduction to Lie groups, Lie algebras, and partial differential equations.

63, 64 SPECIAL TOPICS IN ANALYSIS AND GEOMETRY

For example, in 1966-67 the course included: introduction to complex analysis including a discussion of the local theory of analytic and harmonic functions. Riemann surfaces. Introduction to several complex variables.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Review and correlation of the various branches of mathematics. Content varies to fit student needs. This course may be taught as a seminar, a tutorial, or a lecture course, depending on student needs.

MUSIC

Professor WILLIAM H. REESE, *Chairman*

Associate Professor JOHN H. DAVISON

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent.

For the latter, instruction in instrument or voice can be arranged independently, or under the Arts and Service Program (see pages 141-142). Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Major Requirements

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

Requirements for Honors

The *honors* candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

11 INTRODUCTION TO MUSIC HISTORY

Mr. Reese

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

12 SURVEY OF MUSIC HISTORY

Mr. Reese

A historical survey of the development of musical thought from the plainsong era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

13-14 ELEMENTARY MUSIC THEORY

Mr. Davison

The basic materials of music—melody, scales, intervals, chords, meter, and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

23, 24 ADVANCED THEORY AND COMPOSITION

Mr. Davison

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

31, 32 SEMINARS IN MUSIC HISTORY

Messrs. Reese and Davison

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1967-68

Music 31: Historical and analytical survey of choral music.

Music 32: Music of the twentieth century.

33 SEMINAR IN MUSICAL COMPOSITION

Mr. Davison

Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.

81, 82 PROJECTS IN MUSIC

Staff

100 SENIOR DEPARTMENTAL STUDIES

Staff

PHILOSOPHY

Professor RICHARD J. BERNSTEIN, *Chairman*
Associate Professor PAUL J. R. DESJARDINS
Assistant Professor LOUIS ARYEH KOSMAN
Assistant Professor JOSIAH D. THOMPSON, JR.
Sloan Assistant Professor ROBERT H. KANE

At Bryn Mawr

Professor MILTON CHARLES NAHM, *Chairman*
Professor JOSÉ MARÍA FERRATER MORA
Professor ISABEL SCRIBNER STEARNS
Professor GEORGE L. KLINE
Associate Professor JEAN A. POTTER

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more self-critical attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, whether in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

Major Requirements

Philosophy 11-12 (or equivalent), 100, and eight other semester courses approved by the major supervisor, four from the philosophy department and four from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination in three parts: three hours on the history of philosophy; three hours on topics *either* in ethics, social and political philosophy, and philosophy of religion *or* in logic, metaphysics and theory of knowledge, and philosophy of science; and three hours on one major philosopher chosen by the student with the approval of the major supervisor.

Requirements for Honors

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. *Honors* will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; *high honors* require an average of at least 90.

11-12 HISTORICAL INTRODUCTION TO PHILOSOPHY

Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns such as religion, the sciences, and the arts is sought through a study of selected works of the great philosophers in western history. No prerequisite. Closed to juniors and seniors except in very special cases.

13-14 THE ORIGINS OF PHILOSOPHY

Mr. Desjardins

The relative functions of myth, logic and history in Homer, Hesiod, the Pre-Socratics. These themes will be investigated in two non-Western cultures: Japanese, Kojiki; and Dogon, Ogotemmel. No prerequisite.

Offered in 1968-69 and alternate years.

15-16 PHILOSOPHY EAST AND WEST

Mr. Desjardins

Critical examination of theories about the differences between East and West in light of selected classical texts: Plato's *Republic*, the Confucian Corpus, the *Tao Te Ching*, and some early Chinese, Japanese and Buddhist literature. No prerequisite.

18 LOGIC

Mr. Kosman

The principles of valid inference and their application to reasoning in everyday life and in the sciences; the syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies; introduction to the logic of scientific methods and to contemporary developments in symbolic logic. No prerequisites.

Offered in 1968-69 and alternate years.

21 PLATO

Mr. Desjardins

A study of a selected group of the dialogues. Prerequisite: Philosophy 11-12 or permission of the instructor.

24 ARISTOTLE

Mr. Kosman

A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 11-12, or permission of the instructor.

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- 25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA Mr. Slater
(See Religion 25, 26)
Not offered in 1967-68.
- 29 RELIGIOUS IDEAS IN MODERN CULTURE Mr. Spiegler
(See Religion 29)
Not offered in 1967-68.
- 31, 32 EARLY MODERN PHILOSOPHY Mr. Kosman
A study of the development of philosophic thought in the seventeenth and eighteenth centuries. Attention will be focused on writings of representative thinkers. Selections from some of the following: Bacon, Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz. Prerequisite: Philosophy 11-12 or permission of the instructor.
(Philosophy 32 will not be offered in 1967-68)
- 34 KANT Mr. Bernstein
A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: Philosophy 11-12 or permission of the instructor.
- 36 HISTORY AND PHILOSOPHY OF SCIENCE Mr. Green
(See Physical Science 36 under General Courses)
Not offered in 1967-68.
- 38 PHILOSOPHY OF RELIGION Mr. Urban
(See Religion 38)
- 39 INTRODUCTION TO THE PHILOSOPHY OF SCIENCE Mr. Kane
Basic issues in contemporary philosophy of science concerning laws, theories, concept formation, models, explanation, prediction, induction, causality, reduction and other topics. Readings from scientists, philosophers and examples from the history of science. No prerequisite.
- 40 PHILOSOPHICAL ISSUES IN THE HISTORY OF SCIENCE Mr. Kane
The influence of basic revolutions in science (for example, the Copernican, the Galileian-Newtonian, the Darwinian) upon the general development of Western thought. No prerequisite.
- 42a SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT
(See Religion 42a) Mr. Spiegler

PHILOSOPHY

43-44 HEGEL AND POST-HEGELIAN THINKERS

Mr. Bernstein

After an intensive analysis of selected texts of Hegel, the course of philosophy since Hegel will be examined from the perspective of developments of and reactions to his philosophy. Selected texts from some of the following movements will be studied: Marxism, Existentialism, Pragmatism, and Analytic Philosophy. Prerequisite: Philosophy 11-12 or permission of the instructor.

45 THE PHILOSOPHY OF EXISTENCE

Mr. J. Thompson

A study of some of the principal texts of nineteenth century existentialism. Readings in Kierkegaard or Nietzsche. Prerequisite: Philosophy 11-12 or permission of the instructor.

46 THE PHENOMENOLOGY OF EXISTENCE

Mr. J. Thompson

A study of selected texts in twentieth century phenomenology. Readings in Heidegger, Sartre, or Merleau-Ponty. Prerequisite: Philosophy 11-12 or permission of the instructor.

47 LITERARY THEORY AND CRITICISM

Mr. Rose

(See English 47)

50 MODERN ANALYTIC PHILOSOPHY

Mr. Kosman

A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others with special emphasis on theory of language. Prerequisite: Philosophy 11-12 or permission of instructor.

Offered in 1968-69 and alternate years.

51 METAPHYSICS AND EPISTEMOLOGY

Mr. Bernstein

A study of conceptions of reality, knowledge and action. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1968-69 and alternate years.

52 ETHICS

Staff

A study of the nature of ethical justifications and judgments. Classical and contemporary positions will be examined. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1968-69 and alternate years.

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53 SOCIAL PHILOSOPHY

Mr. J. Thompson

A critical exploration of the web of problems that concern man's place in society. Classical approaches will be studied and the student will be encouraged to apply these approaches to the understanding of the salient social problems of his time. Topic of 1967-68: Marxism. Prerequisite: Philosophy 11-12 or permission of the instructor.

54 CONTEMPORARY PHILOSOPHIC PROBLEMS

Mr. Kosman

A study of contemporary treatments of philosophic problems in Europe and America. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1968-69 and alternate years.

56 THE LOGIC OF EXPLANATION

Mr. Kane

A study of various kinds of explanation in physical, biological and social science with emphasis on questions about the nature of causality, mechanism and teleology, freedom and determination. Prerequisite: Permission of the instructor.

81, 82 PROJECT COURSES

Staff

Individual consultation with independent reading and research. Prerequisite: Permission of the instructor.

100 SENIOR SEMINAR

Seminar meetings, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected problems. Required of and open only to senior philosophy majors.

Courses Offered at Bryn Mawr

202b RECENT METAPHYSICS

Miss Stearns

The metaphysics of Mead, Bergson, Whitehead and related Thinkers.

204b MEDIEVAL PHILOSOPHY

Miss Potter

The history and development of medieval philosophy from its origins in classical and Patristic thought to the fifteenth century.

301a AESTHETICS

Mr. Nahm

Types of aesthetic theory and problems concerning art, fine art, productivity, aesthetic judgment and aesthetic criticism.

310b PHILOSOPHY OF HISTORY

Mr. Ferrater Mora

PHYSICAL EDUCATION

Professor ROY E. RANDALL, *Chairman*

Professor WILLIAM DOCHERTY, JR.

Associate Professor ERNEST J. PRUDENTE

Assistants: NORMAN B. BRAMALL

HOWARD COMFORT

FRANCIS E. DUNBAR

R. HENRI GORDON

FREDERICK HARTMANN

WARREN K. HORTON

JOHN A. LESTER, JR.

JOSEPH McQUILLAN

JAMES MILLS

RICHARD O. MORSCH

HOWARD PRICE

DANA W. SWAN

JOHN B. WILSON

College Physician: WILLIAM LANDER, M.D.

Courses in physical education are arranged in accordance with the plan for all-year physical training in the freshman, sophomore, and junior years. The aim of this plan is to make possible active participation in athletics for the majority of students at Haverford College, with emphasis on the sports with carry-over value. Freshmen are required to take non-academic work in all three terms. At least two terms of physical education are required and physical education must be taken in the fall term of the freshman year. Freshmen who demonstrate satisfactory progress in the fall term may petition the Non-Academic Programs Committee for permission to take a course from the Arts Program or the Community Service Program (see pages 141-144) in one of the remaining terms. Sophomores and juniors are required to take two terms of non-academic work, at least one of which is in physical education. The student may schedule the remaining term in the sophomore, junior or senior year. Any student who receives an unsatisfactory grade in any term must then take non-academic courses every term until he is caught up in his requirements.

The intercollegiate program consists of varsity and sub-varsity schedules in 12 sports: football, soccer, cross country, basketball,

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fencing, swimming, wrestling, cricket, baseball, track, golf and tennis. Participation in these activities may be substituted for the physical education requirement. The following table summarizes the sports activities available.

<i>Intercollegiate</i>			<i>Physical Education</i>
	<i>Varsity and sub-varsity</i>	<i>Varsity only</i>	
FALL:	Football Soccer	Cross Country Sailing	*Touch football *Soccer *Tennis Weight lifting
WINTER:	Basketball Fencing Wrestling	Swimming	Badminton Handball *Basketball *Volleyball Weight lifting
SPRING:	Baseball Tennis Track	Golf Cricket	*Softball *Tennis Golf

* Intramural competition available

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight lane straight-away cinder track; a 4½ mile cross country course within the campus limits; the Class of 1888 and Merion Fields for soccer, both of which are used for softball in the spring; a skating pond; Cope Field for cricket; a baseball field (presented by the Class of 1916); an athletic field presented by the Class of 1922, used for soccer and baseball; fifteen tennis courts, six of which are all-weather; a driving range with green and sandtrap for golf practice, and the privileges of Merion West Course for the varsity golf team.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with handball and badminton courts. On the upper floors are dressing facilities for officials and instructors, and department offices.

Alumni Field House, donated by alumni and friends of the college, became available in 1957 and provides ideal facilities for the further development of the athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

PHYSICS

Associate Professor DOUGLAS MILLER, *Chairman*

Professor FAY AJZENBERG-SELOVE

Associate Professor WILLIAM C. DAVIDON

Assistant Professor GUS SAYER

Assistant Professor WALTER TRELA

The physics curriculum acquaints students with the physical world, introduces them to the concepts which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

The introductory courses in physics offer enough choice to match the previous training and present needs of any student in the College. If a student wishes to complete his study of physics in two semesters, Physics 13, 14 will be valuable preparation for his subsequent work in any discipline. An alternate introductory sequence including Physics 18, 23 and 26 should be considered by prospective natural scientists. Physics 13 may be followed by either Physics 14 or 18. Individuals with a strong background in high school physics may begin directly with Physics 18. Any student considering a physics major should include Physics 18 in his freshman program.

HAVERFORD COLLEGE

In its program of studies for physics majors, the department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding. To this end, a basic sequence of mechanics, electromagnetism, atomic physics and wave motion is required. Upper level courses encourage a further exploration of physics. The senior year features an opportunity for an extended research project, with an emphasis on independent work, oral and written expression, and the close relation between theory and experiment.

Major Requirements

- I. Physics 18, 23, 26, 33, 100.
- II. Three semesters selected from Physics 34, 37, 42, 44, 46, Astronomy 41, Engineering 44.
- III. One semester of individual research.
- IV. Mathematics 13, 14 or equivalent.

Each major should supplement the requirements with at least two additional semesters in related fields.

A student who plans to do graduate work in physics must include in his program:

- a) Physics 34 and 37.
- b) a total of four semesters from Group II.
- c) a total of two semesters of individual research.

It is recommended that students planning to do graduate work in physics take Mathematics 20 and 21 and at least one year of Russian.

Requirements for Honors

The granting of *honors* in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course and the results of the oral and written comprehensive examinations (Physics 100).

13 BASIC PHYSICS

Messrs. Sayer and Trela, and Mrs. Selove

Four hours, including one laboratory period a week

Certain fundamental concepts of contemporary physics are presented, with particular emphasis on conservation laws and symmetry principles. These concepts are used in the analysis of problems in mechanics and thermodynamics. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed.

PHYSICS

14 MODERN PHYSICS

Messrs. Sayer and Davidson

Four hours, including one laboratory period a week

The concepts developed in Physics 13 are used to discuss problems in electricity and magnetism, in optics and in quantum phenomena. Prerequisite: Physics 13 or permission of the instructor.

18 MECHANICS

Mrs. Selove

Kinetics and dynamics of particle motion, including energy, momentum, and angular momentum conservation; orbital motion, scattering and harmonic oscillation using vectors and calculus; special relativity. Prerequisite: Mathematics 13.

23 ELECTROMAGNETISM

Messrs. Sayer and Miller

Four hours, including laboratory

Fields due to charges at rest and in uniform motion; solutions of the boundary value problem; induced fields and Maxwell's equations; propagation and interference of electromagnetic waves. Prerequisite: Mathematics 14; either Physics 18 or 14.

26 QUANTUM MECHANICS OF THE HYDROGEN ATOM

Mr. Miller and Mrs. Selove

Four hours, including laboratory

Inference of quantum principles from experiment; uncertainty principle; algebra of symmetries and conservation laws; energy levels of the hydrogen atom; intrinsic spin and the exclusion principle; emission and absorption of light. Prerequisites: Physics 18 and 23; Mathematics 21 is recommended.

33 WAVE MOTION

Messrs. Davidson and Miller

Four hours, including laboratory

Analysis of D.C. and A.C. circuits, transmission lines and transistor amplifiers; radiation from free charges and bounded sources; scattering diffraction, absorption, focusing, and polarization of waves and particles. Prerequisites: Physics 18 and 23.

34 ADVANCED DYNAMICS

Mrs. Selove

Hamilton's Principle; Lagrangian and Hamiltonian formulations of mechanics; Liouville's Theorem and the properties of phase space; the dynamics of rigid bodies; oscillations and normal modes; the behavior of continuous media. Prerequisite: Physics 18.

Offered each year beginning in 1968-69.

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37 NUCLEAR PHYSICS

Mr. Miller and Mrs. Selove

Four hours, including laboratory

Measurement of nuclear mass, density, spin and moments; analysis of scattering experiments and energy levels to uncover intrinsic properties of particles; models of the nucleus; radioactivity, resonance phenomena, analysis of production and scattering of unstable particles to uncover additional intrinsic properties of particles. Prerequisite: Physics 26.

41 GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Astronomy 41)

Offered in 1967-68 and alternate years.

42 PARTICLE PHYSICS

Mr. Davidon

Classification of particles. Isotopic spin, baryon number, hypercharge and SU_3 symmetry. Relativistic kinematics of high energy collisions. Production and decay of unstable particles. Interaction of charged particles with matter. Prerequisite: Physics 37 or consent of the instructor.

Offered in 1967-68 and alternate years.

44 STATISTICAL PHYSICS

Mr. Trela

The basic laws of thermodynamics are presented and then applied to diverse physical processes, including compression and expansion of gases, phase transitions, the action of electrical batteries, and the production of low temperatures. Some basic concepts of statistical mechanics are introduced, and their relationship to thermodynamics developed. The kinetic theory of gases is considered as an application of statistical mechanics. Prerequisite: Physics 18.

Offered in 1967-68 and alternate years.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS

(See Astronomy 45)

Mr. Green

Offered in 1968-69 and alternate years.

46 SOLID STATE PHYSICS

Mr. Trela

Four hours, including laboratory

Crystal symmetries are studied, and used to analyze mechanical, electrical, and thermal properties of crystalline solids. Different types of binding forces are considered briefly. The free-electron theory of metals and the band theory of solids are used to account for various electrical and thermal phenomena in metals and semi conductors. Prerequisite: Physics 26 and 33.

Offered in 1968-69 and alternate years.

POLITICAL SCIENCE

61, 62 THEORETICAL PHYSICS

Mr. Davidon

A program of lectures, readings and independent work on current problems and methods in theoretical physics. Applications of the group theory to the study of symmetry in physics will be emphasized.

63, 64 NUCLEAR STRUCTURE PHYSICS

Mrs. Selove

Student research in nuclear spectroscopy and related problems. Appropriate projects may be carried out at the University of Pennsylvania Tandem Accelerator. Analysis of the results will be carried out using computers.

65, 66 HIGH ENERGY PHYSICS

Messrs. Sayer and Miller

A research seminar on the forces which hold the proton together. Experimental work with the 3 GeV. proton accelerator at Princeton will be planned, executed and analyzed.

67, 68 LOW TEMPERATURE PHYSICS

Mr. Trela

100 SENIOR DEPARTMENTAL STUDIES

Staff

A course of informal seminars, readings, and occasional lectures to review and interrelate the student work in other physics courses. The examination in this course will be in two parts. One part, late in the first semester, will test the student's knowledge of the basic ideas of physics. The second part of the examination will be given at the end of the spring semester and will be based upon the student's advanced work. Seniors should register for Physics 100 in both terms. Only one course credit can be earned for the course.

POLITICAL SCIENCE

Associate Professor HARVEY GLICKMAN, *Chairman**

Assistant Professor ROBERT A. MORTIMER, *Acting Chairman*

Assistant Professor SIDNEY R. WALDMAN

Assistant Professor SARA M. SHUMER

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political behavior and institutions; and problems of international relations.

* On leave 1967-68.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the needs of men contemplating scholarship and teaching in political science, as well as other professional careers, such as law, journalism, and the public service.

In advanced courses, emphasis is placed upon individual research and analysis—practice in concept formation, location, organization, and presentation of data; and independent judgment.

Majors in political science are expected to understand the relationship of this field to other social studies as well as to the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

Major Requirements

Political Science 11, 12, 31, 100, and six other courses in political science distributed among three of the four areas of study: (1) comparative politics; (2) American politics; (3) international relations; and (4) political theory and political philosophy.

Four approved semester courses in other social sciences.

A comprehensive examination covering three of the four areas of study indicated above.

In the senior year majors will enroll in the appropriate Research Seminar (41, 43, 45, or 47) or Political Science 81 in the first semester and in Political Science 100 in the second semester. This will cover seminar participation (or independent research), preparation of a senior thesis, and review for comprehensive examinations.

Requirements for Honors

Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of *honors* will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the comprehensive examination.

11 POLITICAL THEORY: IDEAS AND ISSUES

Staff

An introduction to the analysis of political problems presented with the help of original works of theorists who have had a major influence on shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom and collective authority.

Open to freshmen and sophomores only.

12 POLITICAL SYSTEMS: NATIONAL AND INTERNATIONAL Staff

An introductory analysis of forms of government, political institutions, and relations among states. The major functional problems of political organization and development are considered in examining the governments of the United States, Great Britain, the U.S.S.R., and emergent political systems of Africa. The dynamics of the modern nation state system, the United Nations, and supra-national organizations are examined. Prerequisite: Political Science 11 or permission of the instructor.

Open to freshmen and sophomores only.

Political Science 11 and 12 together provide the student with a basic understanding of the major elements of the political process; they are prerequisites for further work in political science. They should normally be taken in the order listed above, although exceptions can be made with the consent of the instructor.

21 AMERICAN POLITICAL PROCESS: PRESIDENT AND CONGRESS Mr. Waldman

A functional and behavioral analysis of the policy-making process. Political parties, legislative behavior and powers and the interactions between the President and Congress will be examined. Prerequisite: Political Science 11, 12 or consent of instructor.

22 PUBLIC OPINION, PRIVATE INTERESTS, AND THE POLITICAL SYSTEM Mr. Waldman

An in-depth analysis of the formation of political attitudes, the functions of public opinion in shaping public policy, and the impact of interest groups on that policy. Prerequisite: Political Science 11, 12 or consent of instructor.

23 GOVERNMENT AND POLITICS IN WESTERN EUROPE Mr. Frye

A comparative analysis of the contemporary political systems of Great Britain, France and Germany, with special reference to factors making for stable and effective democracy.

Offered at Bryn Mawr as Political Science 205a.

24 COMMUNISM AND NATIONALISM IN ASIA Mr. Kennedy

A consideration of the central concepts in communism and nationalism and of their role in the sweeping changes Asia has experienced since World War II.

Offered at Bryn Mawr as Political Science 204b.

25 INTERNATIONAL POLITICS AND FOREIGN POLICY Mr. Mortimer

Using United States foreign policy as a case study, the course will deal with the factors that influence the foreign policies and the power of states in an expanding international system. The problems of managing power and resolving international conflicts without resort to war are considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

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26 INTERNATIONAL ORGANIZATION

Mr. Mortimer

A study of the organizational possibilities in international affairs. Regional and global organizations are evaluated as contributors to economic and political development and to world peace. The nature and the capacities of the United Nations system and of regional organizations such as the OAU as operative in a system of state sovereignty will be considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

27 POLITICAL THEORY: THE CONTEXT OF PUBLIC POLICY

Miss Shumer

Public policy is formulated within the limits and potentials established by a specific political culture and set of political institutions. This course will explore the classical and modern literature on the theoretical assumptions and implications of the American political system: theories of constitutionalism, mass society, organization and pluralism. Prerequisite: Political Science 11, 12 or consent of the instructor.

28 PUBLIC POLICY: CIVIL RIGHTS AND POVERTY

Miss Shumer

An historical and analytical inquiry into the scope and nature of the problems in the selected policy area of civil rights and poverty; and the systematic analysis of the capacity of the present political system (including both the government and non-governmental groups) to deal effectively with these problems. Prerequisite: Political Science 11, 12 or consent of the instructor. (Political Science 21 and Political Science 27 are recommended.)

29 THE EIGHTEENTH CENTURY PHILOSOPHES

Mr. Gutwirth

(See French 23)

31 POLITICAL ANALYSIS

Mr. Waldman

Inquiry into the scope of political studies and the methods conducive to arriving at reliable and verifiable results. The philosophical basis of behavioral political science is examined. Student research projects. Prerequisite: Political Science 11, 12 or permission of the instructor. (Majors in natural sciences are encouraged to take this course.)

32 THE SOVIET SYSTEM

Mr. Hunter

(See Economics 32)

33 GOVERNMENT AND POLITICS IN EAST ASIA

Mr. Kennedy

An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.

Offered at Bryn Mawr as Political Science 203a.

POLITICAL SCIENCE

34a METROPOLITAN GOVERNMENT

Mr. Lyke

Analysis of the forces affecting the structure of metropolitan regions. The functions and politics of American government at the local and metropolitan levels. Current administrative and planning practices. Problems of economic development, urban renewal, and poverty. Field work in Greater Philadelphia.

Offered at Bryn Mawr as Political Science 218a.

35 AMERICAN POLITICAL THEORY

Mr. Bachrach

The development of American political ideas from the Revolution to the present, with some attention to the English and Colonial origins.

Offered at Bryn Mawr as Political Science 308a.

36 AMERICAN CONSTITUTIONAL LAW

Mr. Bachrach

A detailed analysis of selected Supreme Court decisions on four or five leading topics.

Offered at Bryn Mawr as Political Science 219b.

37 INTERNATIONAL LAW

Miss Leighton

An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.

Offered at Bryn Mawr as Political Science 221a.

38 AMERICAN BUREAUCRACY

Mr. Bachrach

After a somewhat detailed analysis of Weber's theory of Bureaucracy, the course will be focused on the relation of democracy and bureaucracy in American society.

Offered in 1967-68 and in alternate years at Bryn Mawr as Political Science 315b.

39 LATIN AMERICAN ECONOMIES AND POLITIES

(See Economics 39)

Mrs. Marshall and Mr. Baratz

Offered at Bryn Mawr as Interdepartmental 305.

41 RESEARCH SEMINAR IN AMERICAN POLITICS

Mr. Waldman

Student research into problems of American political institutions and behavior: voting studies, small group research, legislative behavior. Offered simultaneously with Political Science 31. Seniors do advanced projects. Prerequisite: Political Science 21, 22 or consent of the instructor.

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42 WEST EUROPEAN INTEGRATION

Mr. Frye

An analysis of postwar moves toward integration in Western Europe, with special emphasis upon the factors behind integration and upon the impact of integration upon member societies.

Offered at Bryn Mawr as Political Science 304b.

43 RESEARCH SEMINAR IN COMPARATIVE POLITICS

Mr. Frye

Student research into problems of developed and developing political systems, emphasizing the use of cross-national and cross-cultural data and hypotheses. Topic for 1967-68: "Contemporary Politics in Italy."

Offered at Bryn Mawr as Political Science 307a.

44 THE PROBLEM OF POWER IN CONTEMPORARY SOCIETY

Messrs. Bachrach and Baratz

A study of political power, with special reference to current controversies in the United States as to the nature and sources of power and with analysis of the implications for the democratic process.

Offered in 1968-69 and in alternate years at Bryn Mawr as Political Science 306b.

45 RESEARCH SEMINAR IN INTERNATIONAL POLITICS

Mr. Mortimer

Student research into problems of international politics and organization, war and peace, disarmament and arms control. Prerequisite: Political Science 25, 26 or consent of the instructor. Topic for 1967-68: "The United States and the 'Third World.'"

47 RESEARCH SEMINAR IN POLITICAL THEORY AND PUBLIC POLICY

Miss Shumer

Student research into some of the major issues of political inquiry, such as bureaucratization and mass society, ethics and politics, freedom and consent. Prerequisite: Political Science 27, 28 or consent of the instructor. Topic for 1967-68: "The Theory of Political Action."

48 CHINA AND JAPAN: PROBLEMS OF MODERNIZATION

Mr. Kennedy

The course focuses on internal responses to the Western impact as revealed in changing attitudes, revised values and new institutions; and on external policies and relations. Special attention to evidences of continuity and change and to comparison of political developments in the two countries.

Offered at Bryn Mawr as Political Science 312b.

PSYCHOLOGY

49 LAW AND SOCIETY

Miss Leighton

An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property and government are discussed.

Offered at Bryn Mawr as Political Science 301a.

81, 82 INDEPENDENT PROJECT COURSES

Staff

Individual consultation; supervised independent reading and research

Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Completion of senior essay normally begun as part of the work in the research seminars and preparation for comprehensive examination. All staff members will be involved in any given year in the supervision of senior essays. After completion of the essay on April 15, there will be a period of reading and review leading to a written comprehensive examination for all senior majors.

PSYCHOLOGY

Professor DOUGLAS H. HEATH, *Chairman*

Associate Professor SIDNEY I. PERLOE

Assistant Professor THOMAS D'ANDREA

Assistant Professor PRESTON B. ROWE, JR.

Visiting Assistant Professor ROBERT G. JONES

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

Major Requirements

A major program in psychology includes Psychology 11, 14, 16, 23, 35, 100, and two additional advanced courses in the department. Students may, but are not

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required to, concentrate in any one of the three following areas: experimental psychology, personality psychology and social psychology. Students concentrating in the first area should strongly consider taking Mathematics 18, Probability and Statistics and Philosophy 50 Modern Analytic Philosophy. Social psychology concentrates are expected to take Sociology 43, The Sociology of Small Groups. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory one by the end of the sophomore year. Students should note that the Sociology Department also offers social psychology as a special area.

Requirements for Honors

The award of departmental *honors* signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as on the comprehensive examination. *Honors* candidates should plan to take Psychology 51 and 52 during the senior year.

11 INTRODUCTORY PSYCHOLOGY

Staff

The course will cover the following topics, drawn from the three major areas of psychology: the learning process as it applies to learning and unlearning habits; the principles of motivation and emotion as they are reflected in studies of anxiety and their effects on personality; the influence of motivation and learning on perception.

14 LEARNING

Mr. D'Andrea

Three lectures and one laboratory period each week

The course focuses on the major theories of learning with emphasis on the empirical evidence on learned behavior. Classical and instrumental conditioning will be considered in detail. The development of S-R and S-S theories will be reviewed with emphasis on the work of Hull and Tolman. Current theories (Mowrer, Estes, Spence) will be discussed. Extension of learning-theoretic approaches to social and clinical human behavior will be examined. Students will conduct individual research projects on problems relevant to the course. Prerequisite: Psychology 11.

16 SOCIAL PSYCHOLOGY

Mr. Jones

(Also called Sociology 16)

A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in social perception. The following topics will then be examined: the motivational determinants of group membership and social conformity, the effects of society and personality on social attitudes, the psychological aspects of social conflict and the psychological aspects of social roles and social systems. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor. Juniors and seniors electing the course will be expected to do some additional work.

22 PSYCHOLOGY OF LANGUAGE

Mr. D'Andrea

The course will concentrate on the development of modern psycholinguistics. Such topics as semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and other psychological processes will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.

23 THEORIES OF PERSONALITY

Mr. Heath

Although the course will cover the major personality theorists, it will go most extensively into Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialist personality theorists, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of different theories. Prerequisite: Psychology 11.

24 DEVELOPMENTAL PSYCHOLOGY

Mr. Heath

The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 23 and the consent of the instructor.

Not offered in 1968-69

25 ANALYSIS OF BEHAVIOR

Mr. D'Andrea

Three lectures and one laboratory period each week

The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion in terms of the principles of operant conditioning. Detailed analysis will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do an independent research project. Prerequisite: Psychology 11 or the consent of the instructor.

Not offered in 1967-68

26 PHYSIOLOGICAL PSYCHOLOGY

Mr. Thomas

Three hours of lecture and three hours of laboratory each week

The physiological and anatomical bases of behavior. Prerequisite: Psychology 14.

Offered at Bryn Mawr as Psychology 301b.

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27 ANIMAL LEARNING

Mr. Bitterman

Three hours of lecture and three hours of laboratory each week

Comparative studies of conditioning and selective learning; theories of learning; the evolution of intelligence. Prerequisite: Psychology 14.

Offered at Bryn Mawr as Psychology 201a.

29 CENTRAL NERVOUS SYSTEM AND BEHAVIOR

Mr. Thomas

Three hours of lecture and one laboratory period each week

The neural basis of a wide range of psychological phenomena including: learning, emotion, motivation and thought.

Offered at Bryn Mawr as Psychology 301a.

30 HUMAN LEARNING AND THINKING

Mr. Gonzalez

Two hours of lecture and four hours of laboratory each week

Verbal learning and retention; meaning and creative thought. Prerequisite: Psychology 14; Psychology 27 recommended.

Offered at Bryn Mawr as Psychology 203b.

31 PERCEPTION

Mr. R. Davidon

Three hours of lecture and two hours of laboratory each week

Differentiation and organization of the perceived environment, visual, auditory and tactual-kinesthetic. Prerequisite: Psychology 11.

Offered at Bryn Mawr as Psychology 305a.

34 ABNORMAL PSYCHOLOGY

Mr. Heath

Three hours of class and field work each week

The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment methods, and therapeutic interviews. Prerequisite: Psychology 23 and the consent of the instructor.

35 HUMAN JUDGMENT AND REASONING

Mr. Rowe

Three hours of seminar and one laboratory period each week

Seminar discussion will center upon the experimental investigation of human information processing. A variety of experimental approaches to the study of structure and dynamics in cognitive processes will be reviewed critically. The following are some of the topics to be covered: the stabilization of one's perceptual-cognitive world, the codification and classification of information, and reasoning and judgment in problem solving. An experimental term project will be required. Prerequisite: Psychology 11 or consent of the instructor.

40 DESIGN, ANALYSIS AND THEORY IN BEHAVIORAL RESEARCH

Mr. Rowe

A consideration of strategies, problems and philosophical questions relevant to the conduct of behavioral research. Some frequently used statistical methods will be covered in detail along with a nontechnical treatment of the nature of statistical reasoning. Students will be expected to acquire some familiarity with computer programming while taking the course. Prerequisite: Permission of the instructor or one laboratory course in psychology; the latter may be taken concurrently.

51, 52 RESEARCH TOPICS IN PSYCHOLOGY Messrs. Perloe and D'Andrea

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 14, 35 and 40, and the consent of the instructor; students with preparation in statistics will be excused from the Psychology 40 prerequisite.

81, 82 READING PROJECTS IN PSYCHOLOGY

Staff

100 SENIOR DEPARTMENTAL STUDIES

Staff

The course will meet as a seminar to consider significant issues in psychological theory and methods, the relations between psychology and other disciplines, the value implications of psychological knowledge and the role of psychology in the solution of social problems. The specific topics discussed will depend in part upon the interests of the students. Several papers and a final exam will be required.

RELIGION

Associate Professor GERHARD E. SPIEGLER, *Chairman*

Visiting Associate Professor LINWOOD URBAN

Assistant Professor C. PETER SLATER

Assistant Professor JOHN G. GAGER

Visiting Lecturer SAMUEL TOBIAS LACHS

The Department of Religion is concerned with (1) the historical study of religious traditions in the Hebrew-Christian culture; (2) the historical-phenomenological study of non-Western religious traditions; and (3) the philosophical study of religious thought, East and West, particularly its modern forms of expression.

Major Requirements

The exact structure of the program must be determined in consultation with the major supervisor. The program must include the following courses:

- a. Religion 15, 16
- b. Four additional half-year courses in religion.
- c. Three half-year courses beyond the introductory level in some other department to be approved as related courses by the major supervisor.
- d. Such additional language courses as deemed essential by the department for the proposed course of study.

A comprehensive examination consisting of three parts:

(a) passing of Religion 100; (b) a senior research paper; (c) an oral examination on the paper but not necessarily restricted to it.

Requirements for Honors

Honors in religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method for testing such study is by a three-hour written examination. *Honors* will not be given unless the candidate receives a grade of 85 or better in the regular comprehensive examination in religion, and *high honors* require a minimum grade of 90.

15, 16 RELIGION AND CULTURE

Messrs. Gager and Spiegler

A study of man's pre-philosophical, religious conceptions of himself and society through a detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, and the Ancient Near East. An introduction to and testing of divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition. In the second semester modern forms of religious expressions and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Reinhold Niebuhr, Camus, Tillich, Bultmann and Gandhi. Religion 16 may be taken without prerequisite.

RELIGION

21, 22 HISTORY AND LITERATURE OF THE BIBLE

Messrs. Lachs and Gager

In the first semester Hebrew history and literature are studied in the context of ancient Near Eastern civilization. In the second semester the New Testament is examined within the historical context of early Christianity. Religion 22 is open without prerequisite.

23-24 MEDIEVAL EUROPEAN CIVILIZATION

Messrs. MacCaffrey and Spiegler

(Also called History 23-24)

25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA

Mr. Slater

(Also called Philosophy 25, 26)

First semester, the rise and spread of Hinduism and Buddhism in India. Second semester, the spread of Buddhism to China and Japan, its meeting with their Taoist and Confucian traditions, and the rise and spread of Islam. Throughout the course textual study will be interspersed with interpretive materials from the phenomenology of religion. Prerequisite: Religion 15 or consent of the instructor.

Not offered in 1967-68.

29 RELIGIOUS IDEAS IN MODERN CULTURE

Mr. Spiegler

(Also called Philosophy 29)

A study of some theological and philosophical problems and issues in contemporary literature. Special attention is given to theistic and nontheistic existentialism, theological naturalism and confessional theology. The work of such men as Kafka, Camus, Buber, Heidegger, Barth and Tillich will be examined respectively. First-hand acquaintance with selected writings of four of these men; reports, lectures, and class discussions.

Not offered in 1967-68.

36 THE PROTESTANT REFORMATION

Mr. Spiegler

(Also called History 36)

A study of the rise and development of the Protestant Reformation during the sixteenth century, its history and thought, with special attention to the work and thought of Luther and Calvin. Prerequisite: Religion 23-24 or consent of the instructor.

Not offered in 1967-68.

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38 PHILOSOPHY OF RELIGION

Mr. Urban

(Also called Philosophy 38)

A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, religion and morals, the nature and existence of God, evil and life after death, and problems to do with truth-claims and meaningfulness in religious discourse. Lectures, reports, and class discussions. Prerequisite: Religion 16 or one course in Philosophy.

Offered in 1967-68 and alternate years.

40a HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(See History 40a)

42a SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT

(Also called Philosophy 42a)

Mr. Spiegler

Specialized study of the works of some major philosopher and theologian or work on a major theological problem. May be repeated for credit with change of content. Topic for 1967-68: A. N. Whitehead's *Process and Reality*. Prerequisite: Consent of the instructor.

43b SEMINAR IN HISTORY OF RELIGIONS

Mr. Gager

Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Prerequisite: Religion 25, 26 or consent of the instructor. Topic for 1967-68: Hellenistic Religions.

Offered in 1967-68 and alternate years.

45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT

(Also called History 45)

Mr. Gager

Intensive study of a major thinker or movement in the history of Christianity. May be repeated for credit with change of content. Topic for 1967-68: The Historical Jesus. Prerequisite: Consent of the instructor.

81, 82 PROJECT COURSES

Messrs. Gager and Spiegler

Individual consultation; independent reading and research.

100 SENIOR DEPARTMENTAL STUDIES

Messrs. Gager and Spiegler

A staff seminar for departmental majors and other interested upperclassmen focusing on current issues and problems in religious studies. The course will be spaced out through an entire year, with papers, discussions and examinations

ROMANCE LANGUAGES

Professor MARCEL M. GUTWIRTH, *Chairman*

Professor MANUEL J. ASENSIO

Associate Professor BRADFORD COOK

Assistant Professor RICHARD R. RASKIN

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle Français and Club Español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in Romance languages are encouraged to spend a summer in France or in a Spanish speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of reading, constant practice in hearing, speaking, writing French. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart—as well as of the mind—and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

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Major Requirements

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Requirements for Honors

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. *High honors* will be determined by a further oral examination.

11-12 INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT

Mr. Cook

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to freshmen who have had more than two years of high school French.

13-14 INTERMEDIATE FRENCH

Staff

Training in the language is pursued on the basis of a wide sampling of literary works designed to acquaint the student with the range of French literature, from the *Chanson de Roland* to the present. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

21 DICTION AND COMPOSITION IN FRENCH

Mr. Raskin

Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: Permission of the department.

22 EXPLICATION DE TEXTES

Mr. Raskin

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

23 THE EIGHTEENTH CENTURY PHILOSOPHES

Mr. Gutwirth

(Also called Political Science 29)

Montesquieu, Voltaire, Rousseau, Diderot. Readings in English from the works of these four major figures of the European Enlightenment, whose contribution to sociology, political theory, and theory of education singularly broadened the idea of the writer's function in society. Some attention will also be given to Helvetius, Condillac, and the *Encyclopédie*.

32 THE TWENTIETH CENTURY

Mr. Cook

Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.

Offered in 1967-68 and alternate years.

33 NINETEENTH CENTURY LYRIC POETRY

The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent.

Offered in 1968-69 and alternate years.

34 THE NOVEL FROM LACLOS TO PROUST

The rise of the modern novel in France from the late 18th to the early 20th century with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.

Offered in 1968-69 and alternate years.

43 ADVANCED TOPICS IN FRENCH LITERATURE

Mr. Raskin

1967-68: Baudelaire

An intensive study of *Les Fleurs du Mal* as a poetic response to a particular set of social conditions, including the emergence of the industrial city and the growing impact of science and technology. The poet's relationship to his society will be explored further through a reading of his journals and the *poemes en prose*, as well as his essays on painting, literature, and the use of drugs. Some attention will be given to major critical works, including Sartre's study of Baudelaire. Prerequisite: Consent of the instructor.

44 ADVANCED TOPICS IN FRENCH LITERATURE

Mr. Gutwirth

1967-68: Diderot

The moving spirit of the *Encyclopédie* was also an art critic, a novelist who reflected on the craft of fiction, a political thinker, a social critic, and the ablest practitioner of the art of the philosophic dialogue since Plato. From the *Salons* to the *Neveu de Rameau* a generous sampling of this varied fare will be examined in this course. Prerequisite: Consent of the instructor.

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81, 82 SPECIAL PROJECTS IN FRENCH LITERATURE

Staff

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Masterworks from the Renaissance to the present.

A representative sample of major works by twelve writers of the first rank is assigned in this course, together with a recent scholarly appraisal of each writer, to allow the student to form a view of the high points of the literary tradition against a background of authoritative, up-to-date assessment. From Montaigne to Proust the readings cover a span of four centuries, and they range from Voltarian polemic wit to Baudelaire's aesthetic detachment. The object of the course is to cap the student's acquaintance with French literature by a reconsideration of some of its main achievements. Among the writers presented are: Pascal, Molière, Racine, Flaubert, Gide. Prerequisite: senior standing, or permission of the department.

SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the college, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

Major Requirements

Spanish 21-22; 23-24, 33, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Spanish majors are advised to take Spanish 202 (Spanish readings and composition) at Bryn Mawr College.

Requirements for Honors

Honors in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every *honors* student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. *High honors* are awarded on the basis of a further oral examination.

11-12 ELEMENTARY SPANISH Staff

Grammar, with written and oral exercises; reading; thorough drill in conversation.

13-14 INTERMEDIATE SPANISH Staff

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

21-22 INTRODUCTION TO SPANISH LITERATURE Mr. Asensio

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

23-24 INTRODUCTION TO LATIN-AMERICAN LITERATURE Mr. Asensio

A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1967-68.

25-26 INTRODUCTION TO HISPANIC CIVILIZATION Mr. Asensio

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1967-68.

33 THE AGE OF CERVANTES Mr. Asensio

The development of Cervantes' art in the drama, the short story, and the novel, with special attention to Don Quixote.

Not offered in 1967-68.

81, 82 SPECIAL TOPICS IN SPANISH LITERATURE Mr. Asensio

Reading and lectures; written and oral reports. This course may be repeated, with change of content, for full credit.

100 SENIOR DEPARTMENTAL STUDIES Staff

RUSSIAN

Professor FRANCES DE GRAAFF, *Chairman*

Assistant Professor RUTH C. PEARCE

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

Eight semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

Three semester courses in Russian history and institutions: History 206 (History of Russia); Political Science 43 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203 (Russian Literature in Translation), are recommended.

A comprehensive examination of the Russian language, a special period of Russian literature, and Russian history.

Requirements for Honors

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. *High honors* will be awarded on the basis of further oral examination.

11-12 ELEMENTARY RUSSIAN

Mrs. Pearce

Five periods a week

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

21-22 INTERMEDIATE RUSSIAN

Mrs. Pearce

Four periods a week

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

SOCIOLOGY AND ANTHROPOLOGY

Professor A. PAUL HARE, *Chairman**

Assistant Professor ANDREW EFFRAT, *Acting Chairman*

Visiting Professor EDWARD BATSON

Assistant Professor WYATT MACGAFFEY

Assistant Professor PAUL E. WEHR

Sociology at Bryn Mawr

Professor EUGENE V. SCHNEIDER, *Chairman*

Assistant Professor JUDITH R. PORTER

The curriculum in sociology and anthropology is designed to develop the student's understanding of social structure, process, and change in human societies. The subject matter deals with man, his groups, his organizations and his communities.

In the introductory course and in the advanced theory course there is an opportunity to become familiar with past and present theories of social behavior. A further understanding of these concepts can be gained through field experience and by the analysis of concrete cases of interpersonal behavior, organizations, social change, etc. An opportunity to apply and to test these theories is provided in the laboratory courses and research seminars.

A student who wishes a general knowledge of sociology and anthropology can supplement the basic required courses with any of the courses listed below. However, it is also possible to specialize in social psychology, institutional analysis, African studies, or anthropology by taking a majority of the courses listed in one of the following sequences:

Social psychology—16, 22, 23, 37, 43, 44, 62

Institutional analysis—14, 20, 21, 25, 26, 30, 46, 63, 64, 66

African studies—12, 24, 27, 34, 38, 39, 41, 61

Anthropology—for a major in anthropology, the student must meet the requirements of the department at Bryn Mawr College.

Social psychology may also be taken as a special emphasis in the Psychology Department and African Studies as a special emphasis in the Political Science Department.

* On leave 1967-68.

Anthropology at Bryn Mawr—Major Requirements

The aim of the major is to introduce the student to an understanding of man and his works, human evolution, the origin and development of culture, and the basic cultural patterns and social institutions in diverse societies. The advanced courses explore special fields or areas, and also discuss theories about cultural processes and the nature of culture itself.

Requirement for a major is six units of major and allied courses, plus preparation for final examinations in the major subject. For detailed descriptions of courses consult the Bryn Mawr College catalog.

Major Requirements at Haverford

A major program in sociology and anthropology at Haverford includes courses 11, 31, 32 or 34, 33, 100 and at least one research seminar or research project in the 60 or 80 series, and four additional courses in sociology or anthropology.

A comprehensive examination and a research paper designed to test the student's knowledge as well as his ability to utilize and integrate the subject matter of the behavioral sciences are required in the senior year. The research paper may be written as part of 61, 62, 63, 64 or 81, 82. Students will ordinarily take a research seminar in the 60 series unless their interest falls outside the range of these seminars. A research proposal must be approved before a student will be admitted to 81 or 82.

Requirements for Honors

Candidates for *final honors* in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete two research papers, and to pass the comprehensive examination with distinction.

11 ANALYSIS OF CULTURAL AND SOCIAL SYSTEMS

Messrs. Elfrat and MacGaffey

An introductory examination of the nature and significance of group structure and process, highlighting the principal alternative interpretations (e.g., those of Marx, Freud, and Weber) of the bases of social order and effectiveness. The course will focus on classic and contemporary anthropological and sociological concepts and theories useful in the analysis of several contemporary social problems, including mental illness, ethnic relations, political extremism, and social change. Field work in a mental hospital or settlement house will be undertaken.

12 AFRICAN SOCIETY

Mr. MacGaffey

An introduction to social anthropology through the study of Subsaharan African peoples.

SOCIOLOGY AND ANTHROPOLOGY

- 14 AMERICAN SOCIAL STRUCTURE Mr. Schneider
Analysis of the structure and dynamics of complex, industrial societies. Examples are drawn from several societies, but major emphasis is on the United States.
Offered at Bryn Mawr as Sociology 102b.
- 16 SOCIAL PSYCHOLOGY Mr. Jones
(See Psychology 16)
- 20 POLITICAL SOCIOLOGY Mr. Wehr
An examination of the interaction and interdependence of political and social systems of developing Africa. Analysis will focus on the relations of politics to traditional and evolving social structures and processes, and on those qualities peculiar to political behavior in modernizing societies.
- 21 RACE RELATIONS Mrs. Porter
An examination of theories of prejudice and attitude change. The structure of the minority community and its relationship to the majority group will be discussed, with major emphasis placed on analysis of Negro-white relations in the United States. Prerequisite: Sociology 11.
Offered at Bryn Mawr as Sociology 207a.
- 22 ANALYSIS OF INTERPERSONAL BEHAVIOR Mr. Hare
The aim of the course is to improve the student's abilities to observe, analyze, and understand his own behavior and that of others in everyday interpersonal situations. The class constitutes a self-analytic training group in which the student is expected to demonstrate his abilities by effective participation in his group as well as in periodic written analyses. Problems for analyses are drawn from events in the group and from written cases.
Not offered in 1967-68.
- 23 SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR Mr. Batson
An analysis of the theories and problems of social disorganization and deviant behavior of individuals and groups. Field trips to mental hospitals and prisons.
- 25 SOCIOLOGY OF CONFLICT Mr. Wehr
An inquiry into the nature of conflict as a fundamental process of personal, group, and state interaction, examined in its various manifestations at each of those levels of analysis. A comparison of the similarities and dissimilarities between these three orders of conflict will draw upon the theory of Simmel, Marx, Park, Freud, Boulding, Coser, Morgenthau and others. The problem of the non-violent resolution of conflict will receive considerable emphasis and will be approached by way of case studies of successful and unsuccessful efforts at interpersonal, inter-group, and international conciliation.

26 ORGANIZATIONAL ANALYSIS

Mr. Effrat

An analysis of the operation and evolution of large-scale organizations, especially mental hospitals, schools, political parties, and business firms. The course will examine, in cross-cultural perspective, the sources and consequences of various types of authority and communications systems, goals, sanctions, competition, and innovation. The focus will be on problems of effectiveness, bureaucratization, and the relations among personality, organizational structure, and social context. A field study of a "live" organization will be undertaken.

Not offered in 1967-68.

27 AFRICAN SOCIAL STRATIFICATION

Mr. Batson

Findings, methods, and implications of stratification studies in East and Southern Africa. Topics will include concepts, units, biological and sociocultural bases, and functions of stratification. Illustrations will be drawn mainly from field research in Zanzibar, Rhodesia, Lesotho, and the Republic of South Africa.

30 SOCIAL STRATIFICATION

Mrs. Porter

Examination of theoretical and methodological problems in the field of social stratification, with special reference to the relationship between the class structure and the culture and personality systems. The connection between the stratification system and other social institutions, the possibility of class differences in value systems, and the effect of social class membership on socialization and personality development will be among issues considered.

Offered at Bryn Mawr as Sociology 205b.

31 SOCIAL AND POLITICAL RESEARCH AND ANALYSIS

Messrs. Effrat and Waldman

Selection, design, and execution of a study on a contemporary social problem with a view toward understanding methods of data gathering and analysis in sociological research. Topics will include the relation between theory and methodology, selection of problems and hypotheses, research strategies, theory of measurement, questionnaire construction, interviewing, elementary social statistics, and models of explanation.

32 DATA PROCESSING AND COMPUTER TECHNIQUES

Mr. Hare

An advanced course in sociological research methods with emphasis on computer processing of survey data. Students learn to write programs in the FORTRAN computer language and to use basic computer programs for statistical analysis.

Not offered in 1967-68.

33 SOCIAL THEORY

Mr. Schneider

Analysis of the theoretical work of several classical and modern thinkers.

Offered at Bryn Mawr as Sociology 302a.

SOCIOLOGY AND ANTHROPOLOGY

34 ANTHROPOLOGICAL RESEARCH METHODS

Mr. MacGaffey

Analysis of the historical development of research methods in social anthropology, as an approach to current trends. Practical problems in field research and epistemology.

38 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS

Mr. MacGaffey and Visitors

(See General Courses, Social Science 38)

39 SOCIAL CHANGE IN DEVELOPING AREAS

Mr. Wehr

An examination of the impact of the drive toward modernization upon the traditional social structures and relationships, expectations, patterns of economic and political behavior, and value systems within Islamic society in North Africa and the Middle East. Emphasis is given to the interdependence of social and political systems and the significance of political ideology, communication, value conflict, migration, and innovation in the transformation of traditional society. Of special concern will be problems involved in the development of local social, political and economic institutions capable of defining and responding to the material and social needs of rural populations.

41 ANTHROPOLOGY OF RELIGION

Mr. MacGaffey

Terms, concepts, and problems. Contributions of the most important theorists examined, particularly French authors. Special attention to materials illustrating messianism and syncretism. A knowledge of French is helpful.

43 SOCIOLOGY OF SMALL GROUPS

Mr. Hare

Theoretical and experimental analysis of the structure and process of interaction in small discussion, therapy, or work groups. The effects of variables such as leadership, group size, members' personalities, and the communication network will be examined. Class members will conduct and observe experimental groups in the laboratory and use the computer to simulate observed interpersonal behavior.

Not offered in 1967-68.

44 THE DRAMATURGICAL APPROACH TO SOCIAL INTERACTION

Mr. Effrat

An extension of dramaturgical theory to the analysis of interpersonal behavior and mass communication. The course will examine, in cross-cultural perspective, such topics as styles of presentation of self in everyday life, role playing and rehearsal, the dialectic of role development, sources and consequences of societal heroes, villains, and fools, the dramatic structure of social encounters, and the significance of comedy and tragedy.

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46 SOCIOLOGY OF RELIGION

Mrs. Porter

Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis will be placed on the connection between religious systems and secular culture and social structure. Among topics considered will be the role of religion in social change, the connection between religious and secular values, and the relation between religion and the personality system. Prerequisite: Sociology 11.

Offered at Bryn Mawr as Sociology 209b.

61 RESEARCH SEMINAR ON KINSHIP

Mr. MacGaffey

Experimental evaluation of modern approaches to kinship analysis.

62 RESEARCH SEMINAR ON SOCIAL INTERACTION

Mr. Hare

Participation in designing and conducting research on social interaction either in the laboratory or in a natural setting.

Not offered in 1967-68.

63 RESEARCH SEMINAR ON URBAN PROBLEMS

Mr. Wehr

Field research in surrounding communities on problems of poverty and racial tensions, political pressure groups, and related aspects of the urban setting.

64 RESEARCH SEMINAR ON ORGANIZATIONAL CHANGE

Mr. Effrat

Participation in designing and conducting a study of sources and consequences of change in nearby organizations in fields of mental health, education, and welfare.

66 RESEARCH SEMINAR ON RACE RELATIONS

Mr. Wehr

Field research on race relations in urban and suburban areas.

81, 82 PROJECT AND READING COURSES

Staff

Research papers and reading courses on special topics based upon the individual interests of advanced students. Prerequisite: Approval of a research or reading proposal by the department.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Collaboration with staff in designing a course in the social sciences at the high school level and teaching a tutorial group. Seminar discussions of teaching experiences and problems in the sociology of education. Required of majors and open to others with the permission of the instructors.

ARTS AND SERVICE PROGRAM

The faculty of Haverford College adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

Every student is required to take eight terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that five of these terms be taken in physical education. Freshmen must take non-academic work all three terms and must take physical education in the fall term. Upon satisfactory completion of the fall term in physical education, freshmen may petition the Non-Academic Programs Committee for permission to take one of the remaining terms in the Arts and Service Program. Thus, freshmen must take a minimum of two terms of physical education and may petition for Arts and Service work only if they satisfactorily complete the fall term of physical education. Sophomores and juniors are required to take two terms of non-academic work, at least one of which must be in physical education. The student may schedule the appropriate remaining term of non-academic work as he sees fit. Because of the flexibility in scheduling non-academic work, the Non-Academic Programs Committee will consider requests to postpone fulfillment of the requirement only in unusual circumstances. Fulfillment of the requirement means satisfactory completion of three terms of non-academic work, at least two of which are in physical education, by the end of the freshman year; satisfactory completion of five terms, at least three in physical education, by the end of the sophomore year; satisfactory completion of seven terms, at least four in physical education, by the end of the junior year; and satisfactory completion of all eight terms, of which five are in physical education, by graduation. A student who receives an Unsatisfactory in any term must take appropriate non-academic work every term until he is caught up in the requirements.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less

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important than the other, but because in the opinion of the faculty the two kinds of work are different and should not be equated.

A student wishing to receive Arts and Service credit for any supervised activity outside the specific programs listed below, must apply in advance to the Non-Academic Programs Committee. His petition must outline in detail the activity, and propose an acceptable means for evaluating his accomplishment. Although students are urged to diversify by taking different courses in the Arts and Services Program, the Non-Academic Programs Committee will consider petitions requesting credit for another term for continuing in an activity.

APPLIED MUSIC

Mr. Reese

Three and a half hours a week.

Students may receive Arts and Service credit for serious and purposeful study of a musical instrument or of voice. This study will be at the student's expense. To receive credit for one term, the student must work for at least sixteen weeks with an instructor approved by the chairman of the music department. At least a half-hour lesson, and three hours a week of practice, are required.

COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Upon petition in advance to the Non-Academic Programs Committee arrangements are made for scheduled activities such as Boy Scout and YMCA leadership, volunteer service in weekend workcamps, the Haverford State Hospital, penal institutions, etc.

GLASS BLOWING

Mr. Kusel

Three hours a week

A course in basic glass blowing. A minimum of four students and a maximum of six. Offered in the fall and winter terms.

MACHINE-TOOL WORK

Mr. Wilson

Three hours a week

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

ARTS AND SERVICE PROGRAM

MODELING AND SCULPTURE

Mr. Dioda

Three hours a week

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

PAINTING AND GRAPHIC ARTS

Mr. Janschka

Three hours a week

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

PHOTOGRAPHY

Mr. Wilson

Three hours a week

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

RADIO COMMUNICATION

Mr. Benham

Three hours a week

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

READING AND RECORDING FOR THE BLIND Messrs. Benham and Butman

Three hours a week

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

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THEATER ARTS—MOVEMENT ON THE STAGE

Mr. Butman

Three hours a week

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

THEATER ARTS—SPEAKING ON THE STAGE

Mr. Butman

Three hours a week

A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.

TUTORIAL

Mrs. D'Andrea

Students will be assigned to neighborhood children who are in need of aid in academic subjects through the Haverford Tutorial Project. The emphasis is on individual attention to the child's specific needs.

*Student
Services
and
Activities*



HEALTH PROGRAM

The Haverford College health program is under the direction of the College physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. Also available to all College students by appointment at the College Infirmary, is a qualified psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The College nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. A report of this examination, on a form supplied by the College and signed by the student's physician, must be submitted to the College physician not later than October 1 each year. Follow-up examinations are given when indicated by the College physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest x-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and first-aid service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and x-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$5 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000, for each accident. The expenses covered include x-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students (see page 39).

STUDENT GOVERNMENT

The Students' Association is made up of all undergraduates at Haverford College. The College has delegated to the Students' Association—and the Association has accepted—the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. It manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the unit fee.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The president represents the student body before the Board of Managers, the College administration, and the faculty, serving both as liaison officer and as executive.

Honor System

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor system stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the College community.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the honor system: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student

is pledged to report the matter to the Students' Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

There are several ways in which the honor system contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a College. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the College.

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the College itself, depends upon his willingness to give it his complete support.

Because of the honor system, students at Haverford can schedule their own mid-year and final examinations within the period of time set aside for them. The inequities which result when the examination schedule is arranged impersonally are thus eliminated. The system is administered by a student committee cooperating with the registrar, and is perpetuated by serious student commitment to academic responsibility and the Honor System.

Student Committees

The SOCIAL COMMITTEE plans for mixers, weekends, and trips.

The COMMUNITY RELATIONS COMMITTEE secures good public relations with the area through tutoring and recreation programs.

The CUSTOMS COMMITTEE is in charge of introducing the freshmen to the College in September.

The CAMPUS CULTURE COMMITTEE publishes a listing of Philadelphia area cultural events, organizes trips to museums, plays, and opera in New York and Philadelphia, and directs the Student Ticket Agency (STAGE) for discount orchestra and theatre tickets.

STUDENT ORGANIZATIONS

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theatre, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the College, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's colleges is planned each year, sometimes including a concert tour during spring vacation. The club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) is open to qualified singers who are members of the College Glee Club.

THE ORCHESTRA is a combined enterprise with Bryn Mawr College. Concerts are presented during the year and the Orchestra often participates with the Glee Club in the performance of major choral works.

Smaller ensemble groups for chamber music are fostered at both colleges. There is opportunity for instrumental study with noted teachers at nearby music institutions.

THE RADIO CLUB operates the College radio station, WHRC, which broadcasts to both the Bryn Mawr and Haverford campuses. Members of the club arrange programs, operate the station, and build or buy necessary equipment. The studios are located in the Union building.

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the College through athletics.

THE SOCIAL ACTION COMMITTEE unites all civil rights, civil liberties, peace, and other social movements under a single organization.

THE HAVERFORD VARSITY MARCHING SOCIETY AND AUXILIARY FIFE, DRUM AND KAZOO CORPS is an informal marching band which plays at football and basketball games and performs between halves.

AIASEC is an international student organization with chapters in 26 countries. Its purpose is to place students in foreign countries during the summers in order that they may experience different cultural surroundings along with some practical business experience.

STUDENT PUBLICATIONS

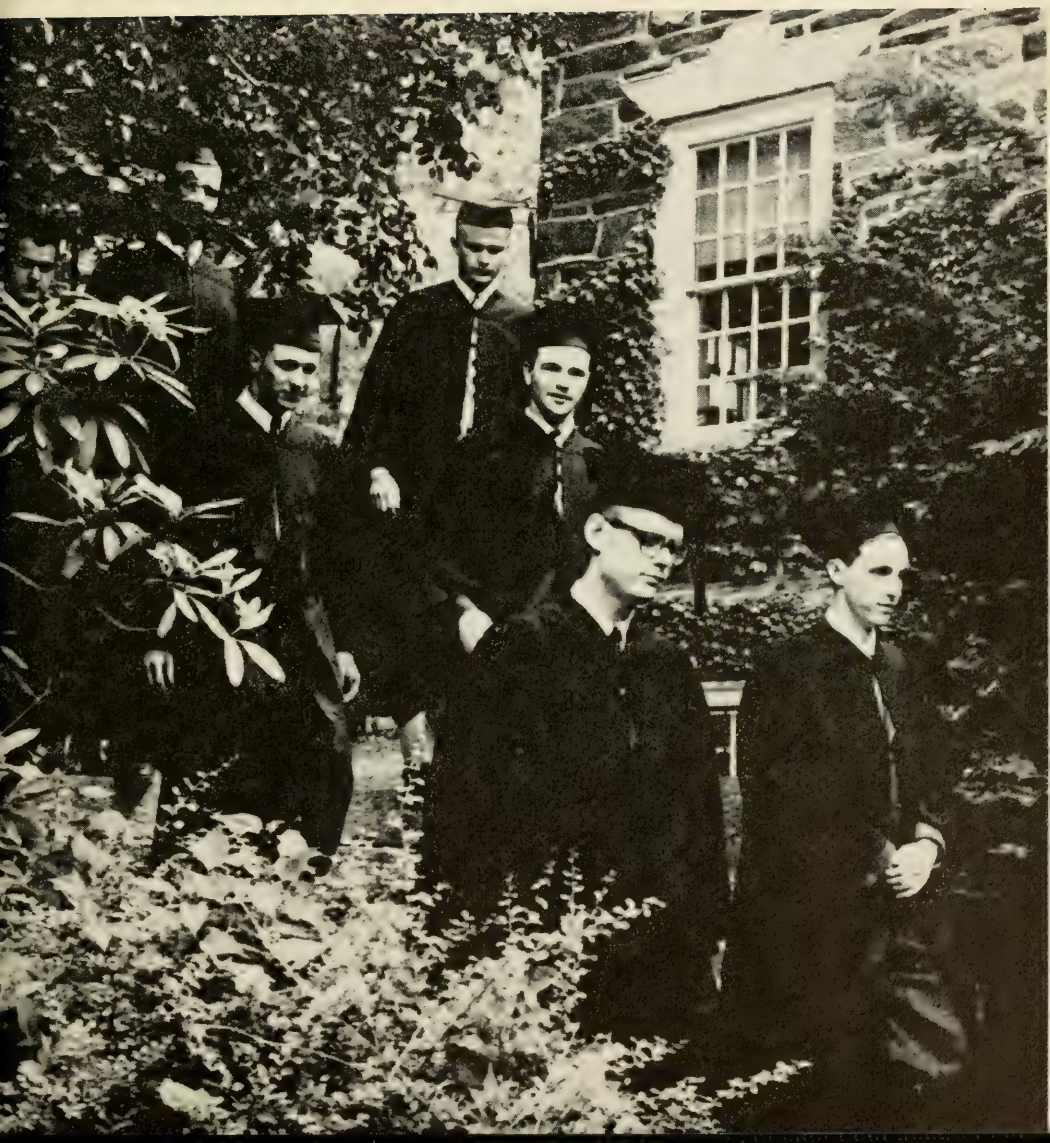
THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD, the College yearbook, is published annually by the senior class, with the financial support of the Students' Association.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is normally published twice a year.

*Fellowships,
Scholarships
and
Prizes*



ENDOWED FELLOWSHIPS FOR HAVERFORD GRADUATES

CLEMENTINE COPE FELLOWSHIPS, established in 1899 by Clementine Cope, granddaughter of Thomas P. Cope, member of the Board of Managers from 1830 to 1849.

These fellowships are to "assist worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers."

First and Second Cope Fellows are nominated by the faculty, and selected by the board. Individual stipends, not to exceed \$1,000, are determined by the board.

Letters of application, accompanied by relevant statements of extra-curricular activities, must be in the hands of the president by March 1.

AUGUSTUS TABER MURRAY RESEARCH FELLOWSHIPS, established in 1964 by two anonymous friends "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College of the Class of 1885."

These fellowships are for further study in English literature or philology, the classics, or German literature or philology, in other institutions, toward the degree of Doctor of Philosophy or its future equivalent.

Only unmarried students are eligible. Further considerations are the candidate's promise of success in graduate work and the availability of other financial assistance in his proposed field of study.

Usually one Augustus Taber Murray Research Fellow is nominated by the faculty, on recommendation of the Committee on Honors, Fellowships and Prizes. Individual stipend is \$900. The same student may be awarded the fellowship for two or three years.

Letters of application must be in the hands of the president by March 1.

ENDOWED SCHOLARSHIPS

(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)

1890 MEMORIAL SCHOLARSHIP FUND—Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class.

The income from this fund is to be awarded as a scholarship by the College to a deserving student.

M. A. AJZENBERG SCHOLARSHIP FUND—Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS—Scholarships, awarded at the discretion of the faculty to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need.

CAROLINE CHASE SCHOLARSHIP FUND—Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time president of the College. This fund is an expression of Thomas Chase's enthusiastic appreciation for its high standards of scholarship in Greek, Latin, and English literature.

CLASS OF 1904 SCHOLARSHIP FUND—Established June 4, 1954, in commemoration of the fiftieth anniversary of the Class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

CLASS OF 1912 SCHOLARSHIP FUND—The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912. The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student.

CLASS OF 1913 SCHOLARSHIP—One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

CLASS OF 1917 SCHOLARSHIP—One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the College.

CLASS OF 1936 SCHOLARSHIP FUND—Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction.

W. W. COMFORT FUND—This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving College, repay to the fund the amount which he received while an undergraduate.

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J. HORACE COOK FUND—Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, one to be awarded each year so that there will be a student in each class receiving his tuition from this fund.

THOMAS P. COPE SCHOLARSHIP—One scholarship.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP—Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry, and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership, and character. At least one scholarship will be given each year with a maximum grant of \$1000. The actual amount of the stipend will be determined by the financial need of the candidate.

JONATHAN AND RACHEL COPE EVANS FUND—Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans. One half of the income of this fund is to be used for scholarships.

The F of x SCHOLARSHIP—Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed professor of mathematics at the College from 1900 to 1934. His will provides that the scholarship is to be known as The F of x Scholarship. The scholarship is to be awarded to a student in the sophomore, junior, or senior class who has successfully completed the freshman course in mathematics at Haverford College, who has shown a real interest in mathematics and who has given promise for the future of his work in that subject.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP—One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other College expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND—Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the College faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and

Oriental subjects. In special circumstances the income may be utilized to assist those working for a postgraduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND—Established in June 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith of the Class of 1919. The income from this fund is to be awarded as a scholarship by the College, preference to be given to boys who have no father and who are in need of financial assistance.

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP—One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND—Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles; to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create; to be awarded by the Managers to needy and deserving students; and to be known as Sarah Tatum Hilles Memorial Scholarships.

ISAAC THORNE JOHNSON SCHOLARSHIP—One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

MARY M. JOHNSON SCHOLARSHIP—One scholarship.

JACOB P. JONES ENDOWMENT FUND—This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP—One scholarship.

RUFUS MATTHEW JONES SCHOLARSHIP FUND—Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from any who might be interested.

GEORGE KERBAUGH SCHOLARSHIP—This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, Class of 1910, who headed the efforts of the Triangle Society to provide additional stands for Walton Field.

George Kerbaugh's many services to the College include his chairmanship of the committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

C. PRESCOTT KNIGHT, JR. SCHOLARSHIP—Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

MORRIS LEEDS SCHOLARSHIPS—Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

MAX LEUCHTER MEMORIAL SCHOLARSHIP—Established in December 1949, in memory of Max Leuchter, father of Ben Z. Leuchter of the Class of 1946. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

ARCHIBALD MACINTOSH SCHOLARSHIP FUND—This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP—One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

SARAH MARSHALL SCHOLARSHIP—One scholarship.

CHARLES MCCAUL FUND—Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be awarded to students who show special interest in the field of religion and the social sciences.

WILLIAM MAUL MEASEY TRUST—Established in 1952 by William Maul Measey, a friend of the College, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP—One scholarship, intended for the member of the freshman class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900—"a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living."

W. LACOSTE NEILSON SCHOLARSHIP—Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The

income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY—Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP—One scholarship.

INAZO NITOBÉ SCHOLARSHIP FUND—Established in November, 1955, under the will of Anna H. Chace, the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship.

THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND—The fund was established in October 1966 by a gift from Paulina A. Padín in memory of her husband, Dr. José Padín, of the Class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of the scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the College. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country.

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP—This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the president of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND—This fund was established in July 1965 by a grant of \$2500 from the Reader's Digest Foundation, and substantially increased in 1966 and 1967. The income only is to be used for scholarship purposes.

SCOTT AWARD—Established in 1955 by the Scott Paper Company Foundation. A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a

HAVERFORD COLLEGE

business career and who is judged by both students and faculty as an outstanding member of the sophomore class.

GEOFFREY SILVER MEMORIAL SCHOLARSHIP—One scholarship, available to a public school graduate in this general area who may enter Haverford.

DANIEL B. SMITH SCHOLARSHIP—One scholarship, awarded in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply.

JONATHAN M. STEERE SCHOLARSHIP FUND—Established in December, 1948, by Jonathan M. Steere of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, R. I., who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND—Established in February, 1956. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP—Founded in 1949 in memory of William Graham Tyler of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

A. CLEMENT WILD SCHOLARSHIP—Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIPS—Three scholarships, usually awarded to members of the senior and junior classes.

CASPAR WISTAR MEMORIAL SCHOLARSHIP—One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND—Established in December 1955, in memory of Gifford K. Wright of the Class of 1893.

EDWARD YARNALL SCHOLARSHIP—One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS—Two or more scholarships, preference to be given to a native of New York or Connecticut who now resides in one of those states.

LIST OF PRIZES

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING—A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on Honors, Fellowships, and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS—Two prizes of \$10 each, in books, to be known as the Class of 1896 Prizes in Latin and Mathematics, were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

LYMAN BEECHER HALL PRIZE IN CHEMISTRY—A prize of \$100 was established by the Class of 1898 on the twenty-fifth anniversary of its graduation, in honor of Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

CLASS OF 1902 PRIZE IN LATIN—A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

DEPARTMENT PRIZE IN MATHEMATICS—A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is

HAVERFORD COLLEGE

held annually on the first Monday after the spring recess, and is open to freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES—These have been combined into a single competition offering three awards of \$400, \$200 and \$100 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the president of the College. Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE—A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

SCHOLARSHIP IMPROVEMENT PRIZES—A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the president of the College, show the most steady and marked improvement in scholarship during their college course.

FOUNDERS CLUB PRIZE—A prize of \$25 is awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward College activities and scholastic work.

S. P. LIPPINCOTT PRIZE IN HISTORY—A prize of \$100 is offered annually for competition in the Department of History under the following general provisions:

First—Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the Department of History.

Second—The prize shall not be awarded twice to the same student.

Third—The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth—An essay of not less than 5000 words, written in connection with course or *honors* work in history, or independently of course work,

treating a subject selected with the approval of a member of the History Department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the registrar not later than May 1.

NEWTON PRIZE IN ENGLISH LITERATURE—A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of *final honors* in English, provided that the work of the leading candidate, in the judgment of the English Department, merits this award.

WILLIAM ELLIS SCULL PRIZE—A prize of \$50, established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the upper-classman who shall have shown the greatest achievement in voice and in the articulation of the English language. This prize is administered by the Department of English.

GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS—A prize of \$50 in memory of Dr. George Peirce, Class of 1903, is offered annually to a student of chemistry or mathematics who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference. The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD—Classmates of Edmund Jennings Lee, Class of 1942, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extra-curricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The award is to be used in continuing to render such service.

WILLIAM W. BAKER PRIZE IN GREEK—A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given in the study of Greek, and is administered by the Classics Department.

KURZMAN PRIZE IN POLITICAL SCIENCE—A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except

HAVERFORD COLLEGE

when in the judgment of the department no student has done work of sufficient merit to warrant such award.

HAMILTON WATCH AWARD—A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

JOHN G. WALLACE CLASS NIGHT AWARD—A silver cup to be awarded annually to the best actor in the Class Night performances.

PRIZE FOR EXCELLENCE IN THE FRENCH LANGUAGE—The French Department will recommend to the Committee on Honors, Fellowships, and Prizes the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

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Campus of
HAVERFORD COLLEGE
Haverford, Pennsylvania

The Haverford College HANDBOOK

Published by

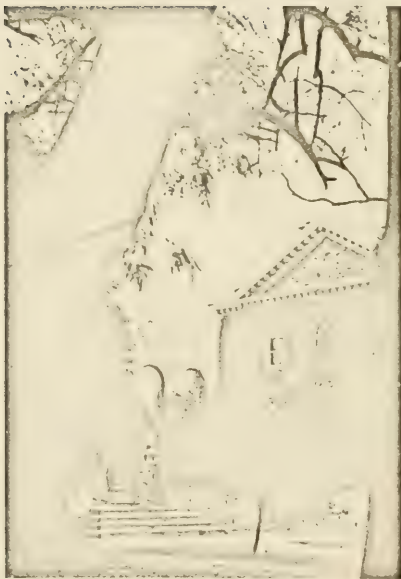
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HAVERFORD, PENNSYLVANIA
1967-1968

A Message from The Editor

The purpose of the Haverford Experience is to open your eyes and give you a better view of life. This is often forgotten. Haverford can be an enlightening experience for you, but only upon your insistence.

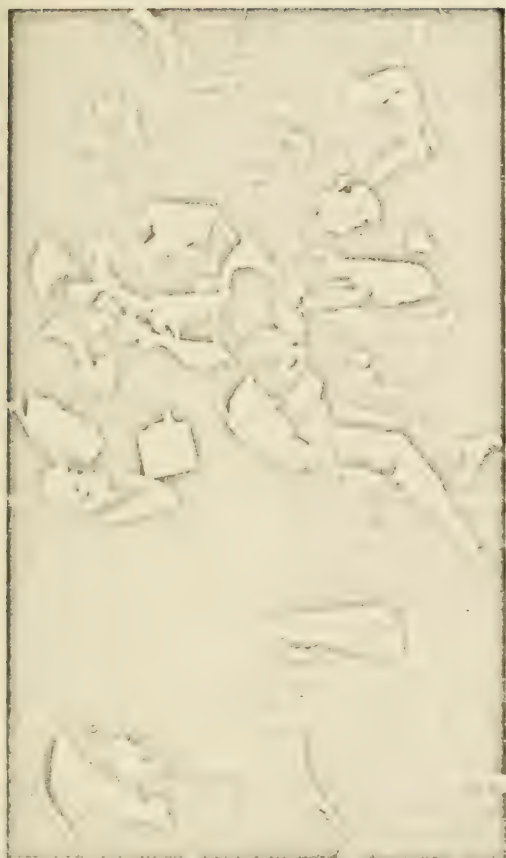
There was once a sign on the library fence that urged, "Don't let Haverford be an obstacle to your education!" By this we assume the author meant that one should not become so bogged down with the minutia of college that he overlook the importance of Haverford. We are here to interact with people — with administrators, professors, other students — this is a vital part of education. There is more to be learned here than simply studying what has been written. People around you say and do and need things that should effect you, and you will say and do and need things.

The myth of the small college needs be here slightly exploded. Haverford can be no more than Berkeley with a limited course offering. Student-faculty relations must begin with the student, or one stands the chance of foregoing that experience. One must also always remember to look beyond his circle of friends without preconception, without misunderstanding all he sees. One must try to put vitality into all he does or find himself sulking, impotent at every turn.

The gist of this message is that you are the most important factor in your education and must assume an active role or miss the larger portions of learning.

Don't let anything be an obstacle to your education.

Marcus Moore



Living is easy with eyes closed

Misunderstanding all you see

– JOHN LENNON

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THE STUDENTS' ASSOCIATION

The idea of student self-government is basic to the goals of a Haverford education. Consequently, the College has granted the right of self-government to the Students' Association, to which all students belong. A nominal characteristic of many campuses, the student self-government is an actuality preserved by the ideal of student responsibility for the college community.

STUDENTS' COUNCIL

The Students' Council is the executive body of the Students' Association, and is empowered by the Association to execute regulations legislated by the Association, supervise all extra-curricular activities other than athletics, and generally conduct the affairs of the student body.

There are sixteen members of the Students' Council, whose officers are elected by the student body, and whose class representatives are elected by class. The 1967-68 members are:

<i>President</i>	Eugene Ludwig '68
<i>Secretary</i>	Joel Cook '69
<i>Treasurer</i>	Paul Weckstein '69
Thomas Currie '68	David Cross '70
Stephen Faust '68	Steven Erb '70
Gregory Wilcox '68	James Faust '70
Jack Geise '69	Bennett Schotz '70
Edward Helme '69	

The four Council members from the Class of 1971 will be elected early in the fall semester.

STUDENTS' COUNCIL COMMITTEES

To assist in the function of student government, Students' Council each year appoints committees. In most cases, committee appointments are made by Council from sign-up lists posted on the Founders bulletin board. This allows any interested student to take an active part in some aspect of student government. The primary committees for 1967-68 are as follows.

Alumni Committee

This committee will be concerned with keeping Haverford alumni aware of what is happening at the college. This will take the form of newsletters, arranging for student speakers to Alumni Associations,

and possibly some ties with the Admissions Office. Rogelio Williams, '69, Chairman.

Art Series Committee

This student-faculty committee selects the attractions for the annual Art Series. Their selections are intended to cater to a broad spectrum of interests, as is indicated by last year's series which included, among others, the Moscow Chamber Orchestra, Dick Gregory, Stan Getz, Josh White, Jr., and Ali Akbar Khan. Mitchell Freedman, '68, Chairman.

Big Brother Committee

This committee plays a major role in freshman orientation. Freshmen receive one of their first impressions of the college from the letters written them by their Big Brothers. The work of the committee is twofold, consisting in coordinating the letter-writing procedure and in evaluating its success. Donald Hart, '68, Steven Lewis, '68, and Timothy Welles, '68, Chairmen.

Calendar Committee

During the past few years the students, faculty, and administration have been giving continued study to ways to improve the academic calendar. This committee shares in this continued effort, conducts opinion polls, and represents student preferences in calendar matters. Jeffrey Allen, '70, Chairman.

Class Night Committee

This committee organizes and conducts the important annual Class Night Program, which is scheduled for February 29 and March 1 this year. Each class writes and produces a short play, usually about campus life and its "humor". Occasionally, the faculty will throw in their digs too. All proceeds to scholarships.

Collection Committee

The main task of this joint student-faculty committee is to compile a list of preferred topics and speakers for Tuesday morning Collections. The committee also has the honor of hosting and dining with Collection speakers while they are on campus. Robert Gifford '68, and James Turner, '68, Student Chairmen.

Course Evaluation Committee

At the end of each semester, students are asked by

this committee to fill out a Course Evaluation Questionnaire for each of their courses. The results of this questionnaire are compiled and published in booklet form. Thus, this committee is very useful in helping students plan their educational program. Andrew Dunham, '69, Chairman.

Cultural Committee

This committee works in conjunction with the Bryn Mawr College Arts Council to arrange cultural activities both on and off the campus. In addition, "CULTURAL BROADSIDES", a monthly leaflet listing coming cultural events in the Philadelphia and New York areas is published. Also arranged are special low student prices for area cultural attractions, as well as occasional theatre parties. David Marshall, '69, Chairman.

Customs Committee

One of the unique aspects of Haverford is that freshman orientation (Customs Week) is entirely planned and carried out by students. The Customs Committee is responsible for Customs Week, a program to acquaint freshmen and transfer students with the programs and traditions of Haverford, notably in the areas of academics and the Honor System. This week also affords ample opportunities for the freshmen to become acquainted with the upperclassmen on the committee, with other members of their class, and, via mixers, with nearby women's schools.

Mitchell Freedman, '68, Co-chairman
 Marcus Moore, '68, Co-chairman

Douglas Bennett '68	Vincent Trapani '69
Carl Grunfeld '68	Robert Anderman '70
Steven Bailey '69	Jeffrey Averick '70
Edmund Chaney '69	Joseph Bomba '70
David Foster '69	Daniel Gordon '70
Peter Garretson '69	Duncan Hamilton '70
Henry Harris '69	Robert Ihrie '70
Peter Johnstone '69	Herbert Massie '70
Christopher Lane '69	William Miles '70
John Laurence '69	George Newman '70
Gregory Sava '69	Charles Shields '70
Robert Stern '69	Philip Tramrack '70
Dennis Stern '69	Bradley Wolfe, '70

Expansion Committee

Haverford is going through a period of great development. This committee has an extremely im-

portant task in assessing students' needs and opinions within areas of campus physical and educational expansion, development, and refinement. Via this group, students are assured of exerting an influence on the directions of expansion. Edward Helme, '69, Chairman.

Final Examinations Committee

Haverford's system of self-scheduled final examinations is unique. This system, initiated by students, is designed to reduce the pressures of the final exam period. This committee acquaints the freshmen with the details and implications of the exam system, and administers final examinations. Stephen Faust, '68, Chairman.

Food Committee

This committee makes suggestions for the improvement of food and food service, and is the medium through which student expression of likes and dislikes in these areas, as well as suggestions for improvement, are made. Herman Berliss, '70, Chairman.

Honor System Committee

The work of this committee encompasses the most important part of Haverford campus life, the Honor System. This committee publishes the Honor System booklet sent to freshmen and is involved in maintaining student awareness of the system. Part of the task of this year's committee will be to work with the Student Affairs Committee of the Board of Managers in studying the effects of the recent Honor System changes. James Faust, '70, Chairman.

Fifth Day Meeting Committee

This committee is concerned with making Fifth Day Meeting an important part of campus life. Because of the nature of Meeting, the committee's work is necessarily concerned with the future of the Quaker tradition at Haverford. Thomas Currie, '68, Chairman.

Policy Committee

This committee is very much concerned with the aims and goals of Haverford College. As a result, its work will overlap that of several other committees, including Honor System, Expansion, and Meeting. Douglas Bennett '68, and Thomas Layman '68, Chairmen.

Social Committee

The Social Committee has a broad responsibility for the social climate of the campus. Its prime concerns revolve around planning and carrying out co-educational programs, including mixers, dances, parties, and plans for Festive Weekends (in conjunction with host classes). Its membership includes, among others, the class presidents. Galen Bollinger, '68, and Stephen Faust, '68, Chairmen.

STUDENTS ON FACULTY COMMITTEES

The students at Haverford are fortunate in being represented on all faculty committees. Because of the special nature of such positions, appointments are made by the Students' Council, subject to the approval by the committee itself.

CAMPUS ORGANIZATIONS

Campus organizations are recognized and supported by the Students' Council. Most of the financial support for these organizations is appropriated by the Students' Council from a portion of the unit fee designated for use by the Students' Association.

All student organizations, in order to be officially recognized by the College, and to be eligible for unit fee appropriations, must be recognized by the Students' Council. New organizations must perform a function for the College not already being carried out, cannot be honorary or social in nature, and cannot be exclusive in membership. Students wishing to establish new organizations are invited to discuss their ideas with the Students' Council for aid in meeting the general criteria for recognition.

A.I.E.S.E.C.

The Haverford-Bryn Mawr local committee of the AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) provides students interested in business and economics with an opportunity for practical business training through a summer exchange program with businesses in foreign countries. Robert Fried, '69, President.

Haverford College Varsity Marching Society and Auxiliary Fife, Drum, and Kazoo Corps

The *raison d'être* for this long-titled and short disciplined seasonal assemblage is to increase the

spirit of the student body, and to provide students with the opportunity to use whatever musical talents they may have, and to let off a little "steam" on certain traditional occasions. To do all this it appears at pep rallies, occasional home football games, all Swarthmore games, and a few other select occasions. A leader will emerge early in the fall, and appeals for members will soon follow.

Brass Ensemble

The Brass Ensemble concentrates on music for brass from the Baroque and present day eras. This group sometimes serves as instrumental back-up for choral groups. They also perform on special occasions as well as during regular Orchestra concerts.

The Chess Club

The Chess Club resembles a varsity sport. Matches are regularly scheduled with nearby schools. There is also a tournament scheduled among the members. Those interested should contact William Balch, '68, or John Gregg, '69.

The Drama Club

In cooperation with the Bryn Mawr College Theatre, the Drama Club presents three major productions annually, alternating between Bryn Mawr and Haverford stages. In addition, Drama Club presents several student directed and some student written plays, under the auspices of Little Theatre. Last year's major productions were *The Winter's Tale*, *The Caucasian Chalk Circle*, and *The Haunted House*. The Little Theatre productions were *Thurber's Carnival*, and an evening of student-written one-act plays. Special events were a student-alumni production of *A Phoenix Too Frequent* and a play exchange with Swarthmore College Little Theatre Club. *Medea* has been tentatively chosen as the first major production of 1967-68. Major productions are under the direction of resident director, Robert Butman. E. Christian Kopff, '68, President.

The Glee Club

The Glee Club gives a number of concerts at Haverford and at leading women's colleges during the year. Under the direction of Dr. William Reese, the Glee Club last year performed Honneger's *King David* and Handel's *Alexander's Feast* among other programs. During the coming year, the Club will present joint performances with Wheaton, Beaver, and Vassar

Colleges. Rehearsals are scheduled twice weekly and membership is open to all students who can qualify. Peter Reagan, '68, President.

The Modern Dance Club

This organization, formed just last year, gives its members the opportunity to study and perform modern dance. Its activities are held in close conjunction with the Bryn Mawr College Modern Dance Club. Last year the Club performed in the Drama Club's production of *The Winter's Tale*, a Christmas Concert, a spring concert, and at a master class taught by the director of the Bryn Mawr Dance Club, Mrs. Paula Mason. All interested persons, regardless of previous experience, should contact Bert Kritzer '69.

The Haverford News

The student news publication of the College, *The Haverford News*, is distributed on Fridays throughout the college year except during examination periods. Positions on the *News* are open to any student, with or without experience, interested in news, feature, or sports writing, as well as circulation and business. Dennis L. Stern '69, Editor-In-Chief.

The Orchestra

All students who play a musical instrument are invited to try out for the Orchestra. The Orchestra is a joint organization with Bryn Mawr and performs several times during the school year at Bryn Mawr, Haverford, and at other colleges. Occasionally, the Orchestra, in full or in part, will join with the Glee Club in Choral concerts. The Orchestra is under the direction of Dr. William Reese. Richard Melson, '68, President.

The Record

The *Record* is the Haverford yearbook, giving a pictorial and literary review of the year's College activities. Openings are available for students interested in creative photography, writing, layout, and advertising. Michael McCann, '68, and Francis Richards '68, Editors-In-Chief.

The Revue

The *Revue* is published twice during the school year. It includes the literary creations of interested members of the student body. John Stuart, '68, Editor.

The Sailing Club

The Sailing Club offers both Haverford and Bryn Mawr students opportunities for instruction in sailing, recreational sailing, and for sailing in inter-collegiate competition. Its small fleet of Tech Dinghies is moored on the Schuylkill River. During the winter months the Club offers a regular shore school for neophyte sailors. During the spring and fall there are regularly scheduled inter- and intra-club regattas. Robert Stavis, '69, Commodore.

The Schuetz Singers

This small, highly rehearsed, and talented musical group draws its membership from both the Haverford Glee Club and the Bryn Mawr Chorus. It performs at regular Glee Club concerts and at other selected occasions during the year.

The Social Action Committee

The Haverford Social Action Committee (SAC) provides an organizational structure for independently initiated social action programs and activities. Any student who would like to do something about a particular social or political problem should talk with Glen Nixon, SAC president, or to any member of the steering committee. The steering committee will do what it can to inform the student of on-going activity in this area, to inform him of resources he might use, and to help him organize new activities if the present ones do not seem sufficient. SAC can be particularly helpful in providing funds for films and speakers.

For individuals interested in continuing discussion and group action of a more general variety, there are two groups on campus: a group dedicated to the practice and principles of nonviolent action, and a group interested in Students For a Democratic Society (SDS). Both groups work through the SAC.

The Varsity Club

The Varsity Club works for the increase of interest and participation in athletics. The Club also co-sponsors the Varsity Weekend Dance during the traditional Swarthmore Weekend. Those students at Haverford who have been awarded their "H" in a varsity sport are eligible for permanent membership.

WHRC

WHRC, the joint Haverford-Bryn Mawr radio station, broadcasts at 640 kilocycles as a restricted-

radiation, carrier-current station. The station operates 24 hours a day from its studios in the Haverford Union and can be received in the dormitories at both colleges. As well as providing musical entertainment of all tastes, campus news and sports are covered regularly. Staff membership is open to all students with any interest in radio broadcasting. Herbert Frey, '68, Station Manager.

Phi Beta Kappa (Honorary)

The Zeta Chapter of Phi Beta Kappa Society in the Commonwealth of Pennsylvania was established at Haverford in 1898. Its membership includes about 650 Alumni.

The annual meeting of the chapter for the election of new members from the Senior and Junior classes is held during Commencement Week. The method of election to Phi Beta Kappa is as follows:

A weighted average of the grades for the four college years is calculated, the weights given to the Freshman, Sophomore, Junior, and Senior grades being respectively 1, 2, 3, and 4. The Phi Beta Kappa average thus obtained is the principal factor in determining eligibility as a candidate, but consideration is also given to other evidences of scholarly achievement and to such qualities as intellectual vigor, originality, respect for truth, and interest in general scholarship.

The number elected from any class depends upon the general excellence of that class. By decision of the chapter at its annual meeting in 1956, the number elected at the end of the Junior year should not, in general, exceed 5% of the class. The total number elected before graduation from any class will, in general, be limited to 15%.

Triangle and Beta Rho Sigma (alumni social)

Triangle and Beta Rho Sigma are social groups which have been in existence for several decades. They are strictly alumni organizations which admit an unspecified number of Seniors to membership.

CONSTITUTION OF THE STUDENTS' ASSOCIATION OF HAVERFORD COLLEGE

Article I

Preamble

Section 1. *Name*—The name of this Association shall be the Students' Association of Haverford College.

Section 2. *Membership*—All undergraduates pursuing studies at Haverford College are *ipso facto* members of the Students' Association.

Section 3. *Powers*—All powers hereinafter defined derive from the Students' Association and are delegated by it to such bodies of its own creation as are needful to carry out the functions of student self-government.

Section 4. *Right of Self-Government*—The right of student self-government is granted by the Administration of Haverford College to the Students' Association provided that the Students' Association maintains the standards of the College to the satisfaction of the Administration and complies with the charter of the Student Affairs Committee.

Article II

Legislative Powers

Section 1. *Regulations and Council Rules*—

1. The Students' Association shall make Regulations governing the conduct of students on campus. Regulations pertaining to the Honor System shall be enacted by a two-thirds vote of a meeting of the Association. Other Regulations shall be enacted by a majority vote of a meeting of the Association. Every member of the Association is responsible for enforcement of these Regulations. Should the Administration find any Regulation unacceptable the dispute shall be referred to three responsible and impartial persons, satisfactory to the Association and the Administration.

2. The Students' Association delegates such legislative authority to the Students' Council as is necessary to carry out the functions of the Council herein provided for. Such legislation shall be posted on prominent campus bulletin boards and shall be reported to the members of the Association at dormitory sessions, provided for in Section 2, paragraph 4, of this article. The Students' Association reserves to itself the ultimate legislative authority to be exercised only in plenary session.

Section 2. *Meetings of the Association*—

1. The Students' Association shall meet in plenary session within the first two weeks of each semester.

2. The President of the Students' Association shall call a plenary session of the Students' Association whenever he deems it necessary, by posting a notice on prominent campus bulletin boards at least seventy-two hours before the time of the meeting, in which case a quorum shall consist of twenty per cent of the

members of the Students' Association; if the President considers that an emergency exists which prevents him from giving due notice as provided above, the number of students required for a quorum shall be forty percent of the Students' Association.

3. Items of business intended for action by a plenary session of the Association shall be handed in writing to the President at least forty-eight hours before the meeting, if not an emergency session as herein described. The President shall post the agenda of the plenary session at least twenty-four hours before the meeting, if not an emergency session.

4. There shall be held each semester at least one meeting of the members of the Students' Association in dormitory session. The number and size of dormitory groupings shall be determined by the Students' Council, but the number of groupings shall not be less than ten. At least one grouping shall be composed of non-resident undergraduates. The Council shall also set the times and dates for such meetings.

5. The President shall call a plenary session of the Association in the manner provided for in paragraph 2 of this section whenever he receives a petition signed by thirty members of the Association stating the purpose for which the plenary session shall be called. The Council shall call dormitory sessions of the Association whenever it receives a petition signed by thirty members of the Association stating the purpose for which the dormitory session shall be called. Such plenary and dormitory meetings shall be held within seven days of the receipt of the petition. Nothing shall be considered at such meetings except the matters stated in the petition.

6. The Haverford Rules of Parliamentary Procedure shall be the authorized and final guide in all parliamentary procedure except wherein it conflicts with the Constitution of the Students' Association or the Regulations of the Students' Association. The Secretary of the Students' Association shall have with him at plenary sessions of the Association a copy of The Haverford Rules of Parliamentary Procedure.

Article III

Executive Powers

Section 1. *Students' Council*—The executive power of the Students' Association is vested in a Students' Council.

Section 2. *Membership of the Students' Council*—The members of the Students' Council shall be the

Officers of the Students' Association and the Class Representatives.

Section 3. *Meeting of the Students' Council*—The President of the Students' Association shall call a meeting of the Students' Council at least once each month. A quorum of the Council shall consist of two-thirds of its members. Upon the written request of at least three members of the Students' Council, an official meeting of that body shall be immediately called. Legislative and executive sessions of the Students' Council, except those concerned exclusively with appointments and awards, shall be public. The agenda for non-judicial Council meetings shall be posted on prominent campus bulletin boards at least twenty-four hours before each meeting.

Section 4. *Nomination of Association Officers*—Nominations for the offices of President, Secretary, and Treasurer of the Students' Association shall open on the first Tuesday of the second semester. Nominations shall close on the following Friday. Nominations for the Office of President shall be restricted to the members of the Junior Class; nominations for the Offices of Secretary and Treasurer shall be restricted to members of the Sophomore Class. Should there be more than four (4) candidates nominated for any office, there shall be a primary election for that office on the Wednesday following the close of nominations, to be conducted by the preferential system. Space shall be provided for write-in votes. The four highest candidates shall then enter the final election for that office.

Section 5. *Election of Officers and Class Representatives*

1. On the Friday following the first Tuesday of the second semester, the Students' Association shall vote by secret ballot to elect from the Junior Class a President, and from the Sophomore Class a Secretary and Treasurer. Voting shall be held according to the preferential system; space shall be provided for write-in votes. If, for any reason, more than one election is required to secure a valid vote, subsequent voting shall be called for the President within twenty-four hours of the previous voting. Votes must be officially cast by at least forty per cent of the membership of the Students' Association for the election to be valid.

2. During the third week of the second semester, each class shall elect from its membership its Representatives to the Students' Council by a preferen-

tial system of voting. The Junior Class shall elect three Representatives; the Sophomore Class, two Representatives; and the Freshman Class, four Representatives. The elections of the Class Representatives shall be conducted by the respective Class Officers. Votes must be officially cast by at least forty per cent of the membership of a class for the election of its Class Representatives to be valid.

3. The President of the entering Freshman Class shall be a Class Representative. During the second and third weeks of October each year the Freshman Class shall elect by a preferential system three additional Representatives, the exact date to be set by the Students' Council.

4. The Students' Council shall have final authority over the procedure for all elections.

Section 6. *Assumption of Office*—The Council members elected in the manner provided for in Sections 4 and 5 of this article shall assume office on the third Sunday of the second semester. Council members elected at other times will assume office immediately upon their election.

Section 7. *Duties of the Council and the Association Officers*—

1. The Students' Council shall execute the Regulations legislated by the Students' Association, supervise all extra-curricular activities with the exception of athletics, and perform other duties as herein provided.

2. The President of the Students' Association shall preside at all plenary sessions of the Association and at all meetings of the Students' Council. He shall conduct the election of Association Officers and shall certify and publish the results of said elections, specifying the names of candidates nominated or elected. Each year he shall present to the Freshman Class the system of student government. In the absence of the Secretary or the Treasurer from any plenary session of the Students' Association or the meeting of the Students' Council, the President shall appoint from the other members of the Council a Secretary *pro tempore* or a Treasurer *pro tempore*.

3. The Secretary of the Students' Association shall keep in permanent form minutes of all plenary sessions of the Association and of all meetings of the Council. He shall publish or post on prominent campus bulletin boards the minutes of all plenary sessions and of all public Council meetings, and the results of all closed Council meetings. If the Office of President is vacant or if the President is absent from

any plenary session of the Association or meeting of the Council, the Secretary shall act as President *pro tempore* and appoint from the members of the Council a Secretary *pro tempore*.

4. The Treasurer of the Students' Association shall disburse the funds of the Students' Association and shall keep a permanent record of all transactions. When retiring from office, he shall post or publish for the inspection of members of the Students' Association a summary of his accounts.

Section 8. *Committees*—

1. Upon taking office each new Council shall appoint a Rules Committee, an Honor System Committee, a Customs Committee, a Curriculum Committee, and a Dormitory Committee.

2. The Students' Council shall have the power to appoint temporary committees whenever it deems such appointments necessary to aid in the execution of its duties.

ARTICLE IV

Judicial Power

Section 1. *Functions*—The judicial power of the Students' Association is vested in the Students' Council, which shall meet in judicial session, discuss the matter in question, and respond with the course of action which it believes most beneficial to the individual and the other members of the community.

Section 2. *Penalties*—The Council shall impose penalties within such limits as the Students' Association may prescribe.

Article V

Resignation and Removal of Officers and Representatives

Section 1. *Vacancies*—

1. In the event of the resignation or removal of an Officer of the Students' Association, the Association shall immediately fill the vacancy with a member of the same class according to the election procedure specified herein. In the interim the vacancy shall be filled by the *pro tempore* replacements provided for herein.

2. Should the vacancy occur among the Class Representatives, it shall immediately be filled by the class whose representation has been reduced, according to the election procedure specified herein.

Section 2. *Removal*—

1. Any Officer of the Students' Association shall

be removed for malfeasance or neglect of office or other good cause by not less than a two-thirds vote of a plenary session of the Students' Association.

2. The Council shall call a plenary session for this purpose at its own discretion or on the petition of thirty members of the Students' Association.

3. Any Class Representative shall be removed for malfeasance or neglect of office or other good cause by not less than two-thirds vote of at least forty per cent of the members of the Class which he represents.

Article VI

The Honor System

Section 1. *Standards*—

1. Each student shall be responsible for his proper conduct in all scholastic work.

2. Each student shall be responsible for his proper conduct with respect to women guests and the individuals comprising the Haverford College Community.

3. Each student shall accept the Haverford Honor System realizing that it is his responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based.

Section 2. *Implementation*—

1. A plenary session of the Students' Association shall be held during the first two weeks of the second semester of each year to formulate a set of regulations to implement the standards of the Honor System. These regulations alone shall determine the conduct which students must observe under the standards of the Honor System set forth in Article VI, Section 1, Paragraphs one, two and three of the Constitution and shall appear as Article I of the Regulations of the Students' Association. Though the Students' Council may issue interpretations which will define that Council's understanding of specific matters pertaining to the Honor System, only legislative action of a plenary session of the Students' Association shall be considered in any way a part of the Regulations. Any violation of these Regulations shall be deemed a violation of the Honor System.

2. Each entering student shall, upon his agreement to enter Haverford College, sign the following pledge: "I hereby accept the Haverford Honor System realizing

it is my responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based."

3. After each of his examinations each student shall sign on his examination paper the following pledge: "I accept full responsibility under the Haverford Honor System for my conduct on this examination."

Section 3. *Enforcement*

The student who believes that his actions may be in conflict with the principles of responsibility and respect inherent in the Honor System shall immediately discuss the matter with a member of Students' Council. Should a student believe that the actions of another may be in conflict with the Honor System, he shall immediately discuss the matter with the student concerned. If after discussion either student finds said actions to be in possible conflict with the Honor System, the student whose actions are in question shall bring the matter to Students' Council within a week. After a week the responsibility for bringing the matter to Students' Council rests with each student aware of the actions and involved in the discussions.

Article VII

Amendments

Section 1. *Proposal*—Amendments to this Constitution may be proposed by the Students' Council or by action taken in a plenary session of the Students' Association called for that purpose.

Section 2. *Ratification*—Amendments shall be ratified by a two-thirds vote of a plenary session of the Students' Association.

Section 3. *Approval*—Amendments shall not go into effect until they are approved by the President of the College.

Article VIII

Previous Constitution Invalid

With the enactment of this Constitution all previous Constitutions of the Students' Association of Haverford College shall be rendered null and void.

The Honor System

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THE HONOR SYSTEM – INTRODUCTION

The Honor System enables students to have certain privileges that they otherwise would not enjoy. With the acceptance of these freedoms comes a responsibility for each individual to maintain the System's social and academic standards. It is not necessary that one's own sense of honor be in agreement with that implied or stated in the Honor System; the student's obligation is bound by the Honor System whenever it applies to his actions.

THE HONOR SYSTEM – CONSTITUTIONAL STANDARDS

1. Each student shall be responsible for his proper conduct in all scholastic work.
2. Each student shall be responsible for his proper conduct with respect to women guests and the individuals comprising the Haverford College Community.
3. All scholastic conduct and conduct involving women guests on campus is covered by Article VI, Section 3, Enforcement. Students are expected to resolve conflicts which involve only members of the Haverford College Community by discussion among themselves. If unable to resolve the conflicts, students may bring the matter to the Students' Council.
4. Each student shall accept the Haverford Honor System realizing that it is his responsibility to uphold the Honor System and the attitude of personal and collective honor on which it is based.

HONOR SYSTEM REGULATIONS

During Examinations

1. No student shall give or receive aid.
2. No person shall act as an official proctor.
3. Students shall obey all restrictions which the professor may prescribe as to time, place, and material aids to be used.

In The Preparation of Papers

1. A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using, where appropriate, quotation marks, footnotes, and a bibliography.
2. Professors may:
 - a) require that a paper not be proofread by others.

- b) prescribe limitations on the sources to be used.
- c) waive any requirements concerning the crediting of sources.

3. Permission must be obtained in advance from all professors concerned if a paper is to be submitted for credit in more than one course.

In the Preparation of Written Homework and Laboratory Reports

1. Students may work together, provided that each member of the group understands the work being done.
2. All data must be reported by the student as observed in his experiment.
3. Professors may:
 - a) require that secondary sources consulted be credited.
 - b) waive any restrictions in 1 and 2 of this paragraph.

Responsibility For Observing Special Requirements

A student is responsible for observing any requirements which the professor announces under the option specified above.

Women Guests

1. Any act involving women guests which fails to show proper respect for women guests and/or individuals who comprise the Haverford College Community shall be brought to the attention of a member of Students' Council.
2. Students are expected to exercise good judgment as to a reasonable hour of departure of women from the dormitory, taking into consideration the convenience of other students and any possible reflection on the reputation of the women guest, the individual student, and the College. Specific time limits become unnecessary if students act with concern for their fellow students and women guests. Every student should recognize that this freedom to exercise individual judgment as to a reasonable hour of departure of women guests, like all other freedoms in the Honor System, is dependent on his ability to exercise responsibility.

HONOR SYSTEM INTERPRETATIONS

Council issues interpretations periodically to clarify the Honor System regulations. Interpretations are

provided for by the Constitution of the Students' Association. They should be considered not as a body of rules, but rather as an indication of the general manner with which the Council will deal with possible violations as they arise. Council does not wish to list explicit definitions of acts in violation of the Honor System, for such a list would both negate the importance of personal honor and prevent proper considerations of circumstances in Honor System trials. Furthermore, there would be an inherent contradiction in such a list, for possible or alleged violations become violations only upon a decision of Council in an Honor System trial. Desiring that honor trials be considered individually as unique and particular incidents, and desiring to preserve the flexibility of evaluation so valuable in an honor trial, the Council issues the following interpretations as general guidelines to aid all students in the constant re-evaluation necessary to the continuation of a true and viable Honor System at Haverford.

Academic Interpretations

Article I, Section 1, Paragraph of the Regulations: "A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using where appropriate quotation marks, footnotes, and a bibliography."

This clause is not meant to stifle or restrain intellectual exploration in any form. With regard to discussions and other secondary sources, one may assimilate another person's thoughts into those in his own paper without acknowledgement; but one's replacement of his own structure of ideas with that of another must be properly footnoted.

The Academic section of the Honor System applies to all work submitted in all courses taken at Haverford, regardless of where the work is done. It also applies to all work done in courses taken at other schools for credit at Haverford during the academic year.

The Council recognizes that the academic section of the Honor System is for the most part clear. Where undefined areas still remain, it is the responsibility of the student to inquire of the professor how the standards of the System apply to his particular course.

Interpretations Regarding Women Guests, February 15, 1967

It is necessary that the following be taken into account in entertaining women guests at Haverford College. The responsibility for each person's serious

and continued consideration of all the following lies most generally with the entire community, and, more specifically, with all individuals directly involved with and aware of any actions.

1. Students' Council views the notion of consideration for the convenience of other students to include respect for a student's reasonably exercised right of privacy, as well as the recognition that conditions of privacy are not easily achieved and sustained in a small community. Dormitory living places highest priority on sleeping and studying. Whenever women are escorted into the dorms anywhere on campus, students should be aware that they are guests and deserve to be treated as such. It should also be recognized that lack of this respectful consideration can lead to inadvertent incidents of disrespect to women guests.
2. Any activities that exploit or affront a woman guest are beyond the bounds of both individual and collective honor.
3. Respect for a woman guest includes honoring the commitments she may have to institutions of which she is a member.
4. Haverford College is a part of a larger social community. When private actions which offend public mores become publicized and established patterns of behavior, they cause repercussions on the whole College Community and endanger the future existence of the Honor System. The presence of women guests on the Haverford campus overnight clearly fits into category.
5. Council encourages students to seek private accommodations for woman visitors to the College. Such accommodations might well include (a) faculty homes, (b) Bryn Mawr dorms, or (c) entire suites or entries which have been cleared for housing weekend guests.

When any person is concerned about the possible failure of another to give serious consideration to the preceding, he should follow the procedure outlined in Article VI, Section 3, of the Students' Association Constitution.

In addition to the above Interpretations, the Students' Council, on March 19, 1967, issued the following policy statement relevant to disrespect of women guests:

After meetings with students over incidents involving possible disrespect to women guests and/or

the college community, Council realized that in a number of these cases any such disrespect resulted not from the behavior of the principal characters, but rather from action by onlookers and those accidentally involved. It must be emphasized that discord between members of the Haverford community due to the social behavior of one or another of those members is to be eased by discussion between the people involved. Barring this, the matter may properly be extended *only* to a member of Council or to Council as a whole. In fact, we wholeheartedly urge you to speak to Council in the event of an impasse or if you are aware of the existence of improper behavior. But the communication of suspicions, inferences, or even facts to third parties, with no right to such information, is not to be tolerated.

Even an absence of conflict does not grant license to gossip. Loose talk frustrates any attempts at discretion which might have been made, and aggravates the results of any failure to make them. Further, the spreading of necessarily incomplete information is likely to damage the reputation of everyone involved and to have unpleasant repercussions for the College community.

It is Council's feeling that rumor-mongering with regard to women guests may be as serious as the more generally recognized and direct forms of disrespectful action previously discussed, and that this statement serves only to explicitly enunciate an idea already clearly implicit in the Honor System.

Interpretations Regarding Final Examinations

Haverford students have the privilege of scheduling their own mid-year and final examinations. The self-scheduling system is unique to Haverford, and is a result of the Honor System and the responsibility assumed by students themselves. This has been accorded to students by the faculty, with the understanding that it may be withdrawn by the faculty at any time.

The continued success, satisfaction, and pride which accrues from this system will come only from continued strict observance by students of the points of academic honor. Giving aid by carelessness can be almost as damaging as by intent.

The Students' Council issued the following interpretations in regard to the self-scheduling of final exams, June 1964.

The Council interprets Article I, Section 1.A.1. of the Honor System which states that "no student shall

give or receive aid" to mean that the communication, *whether given or received*, of aid regarding an examination to any student who is scheduled to take that examination is a possible violation of the Honor System. In general, the Council interprets "aid" to be *knowledge of the form, content, or degree of difficulty* of an examination which could possibly affect a student's performance on the examination.

The Council includes "statements about the degree of difficulty" as possible violations because, implicitly, these statements often communicate information about the form or content of an examination, and because they initiate conversation that can lead to other violations.

In a taken/not taken situation any conversation about the form, content, or degree of difficulty of an exam should be reported *immediately* as a possible violation.

Any person overhearing *any* information about form, content, or degree of difficulty of *any* examination should ask the person who has been careless to talk to a Council member. The fact that a conversation has been overheard indicates a carelessness on the part of the student which could lead to a possible violation.

Any discussion of form, content, or degree of difficulty of an exam is discouraged. In any discussion in the taken/not taken situation precaution *must* be exercised. This precludes any talking about exams in public places.

All parties involved in any possible Honor System violation should report themselves *immediately* to a council member regardless of whether or not precaution had been taken or whether or not the incident was accidental.

We remind the student body that the advantages of a self-scheduled examination system can be continued only if each student strictly adheres to the responsibility inherent in such a system.

RECENT CHANGES IN THE HONOR SYSTEM

During the 1965-66 and 1966-67 school years, the Students' Council devoted considerable time and study to an evaluation of the Honor System. After extensive discussions with students, administrators, and members of the Board of Managers, several changes in the Constitution and in the Honor System Regulations were presented to the Students' Association in plenary sessions. All changes were subsequently approved by the President of the College and are

presently incorporated in the Constitution and in the Honor System Regulations. The changes eliminating specific time limits for women guests in the dormitories were reviewed by the Board of Managers who authorized the President of the College to give provisional approval to these specific changes. Since the Council, the Administration, and ultimately, the Board of Managers will be reviewing the recent changes during the present school year, three statements regarding the changes are particularly relevant, and are presented on the following pages.

Council Statement of the Purpose of the Honor System Changes October 21, 1966.

At present these statements (Constitutional Honor System Standards) are the Haverford Honor System. In recent years, however, students have seen the Honor System as a body of regulations. The concerns of individual students and the interpretations of past Councils have dealt exclusively with specific regulations. The Honor System has become a list of do's and don'ts often regarded with cynicism. Because of this faulty emphasis too many students have failed to consider the more important principles involved. These rules have become blinders rather than guidelines.

Students' Council sees an urgent need to put the Honor System into proper perspective. As we see it there are two basic concepts in the Honor System: individual responsibility and respect for learning and people. This is it.

But these words mean nothing by themselves. The Honor System exists only when each student asks what these words mean to him in every situation. We can give no definitions; we expect no student to have the definitions. All we can ask is that each student constantly search for them — search not in the rules or changes in them, but in himself and in his actions as they affect others.

Statement by the President of the College Provisionally Accepting the New Regulations February 25, 1967

The Board of Managers at its meeting on February 24, 1967, approved the Students' Association's desire to increase students' responsibility for self-government in the area of social behavior. It also approved my

recommendation that the new Regulations be provisionally accepted by the College administration. I have informed the Students' Council of my acceptance of them.

In taking this action, the Board requested that the students of the College be informed and understand that this approval was given within the framework of a "Statement of Acceptance" which sets forth some of the specific views of the Board. The Board's Statement of Acceptance follows:

The Board accepts the Administration's recommendation to approve provisionally the changes in the Honor System Regulations, as interpreted by the Students' Council.

By so doing, the Board reaffirms the desirability of responsible student self-government and the Board's confidence in the ability of Haverford students to govern themselves through the Students' Association.

The Board does so with the understanding that it continue to regard for the Haverford College campus the presence of women guests in the dormitories overnight or for excessively late hours, and sexual intercourse as unacceptable behavior.

The Board believes that these new Students' Association's Regulations and as interpreted by the Students' Council should be put into effect on a provisional basis for several reasons. First, this will enable us to gain experience as to the effectiveness of the new Regulations and of the Council's Interpretations of February 15, 1967. Furthermore, it will provide an opportunity for the Board's Student Affairs Committee, the Administration and the Students' Council to have a continuing dialogue concerning the standards which each group believes are consistent with the Honor System and are relevant to the mores of the College and the social community of which we all are important parts. Finally, the Board requested its Student Affairs Committee to undertake a continuing study of the operations of these Regulations during the next year and to report the results of this study to the Board for its review at the end of the year.

Towards these ends, I will appoint, in consultation with the President of the Students' Association, a committee to study the effects of these changes during the coming year.

Council's Statement on the Board's Action — Read by the President of the Students' Association at Collection, February 28, 1967

The action by the Board of Managers last Friday night is a major vote of confidence in the students of Haverford and in their ability to govern themselves.

The Board found it necessary to interpret what it felt was respect for the college community, and Students' Council urges each student to carefully consider the Board's opinion. The Board wants every student to know its position, but it has left the Students' Council free to follow its own interpretations. The Board understands that the new system will be run by the Students' Council, in accordance with Students' Council interpretations.

The Board of Managers fully realizes the magnitude of the change in the Honor System. In their provisional acceptance they have felt a need to express deep concerns, doubts, and hopes for the coming year. They have asked their Student Affairs Committee to work closely with Students' Council to see if the new system is working as planned.

We feel the need to emphasize the fact that these changes are, as of now, provisional. The success of the amendments depends entirely on the responsibility which we, the students, exercise in the coming year. Living together well, with respect for each other, for our guests and for the community, acting with honor and responsibility is the prime focus of the new system.

We, the students of Haverford College, must assure that this confidence was not misplaced. We all must

be working hard in the next year to make this new system work.

In the coming year Council will be working closely with the Student Affairs Committee of the Board, the Administration, and with the student body to make the system work. In the coming weeks we will sponsor dorm sessions to discuss further these changes and their effects on the College community. We are in the process of setting up an Honor System Committee to help us continually study the effects of the new system in the coming year.

In my working with the Council and the Administration these past few weeks, I have been really impressed how serious these changes are. We are one of the few, perhaps the only, colleges in the nation with such a comprehensive Honor System. We are truly leading the educational world in this respect. This means that our responsibility is all the greater. Let me reiterate that:

1. This is a provisional acceptance and we must prove this year that a system such as this can work.

2. The interpretations of the Council are the operative interpretations.

3. It is in the hands of the students of Haverford College to discover whether in a community resting on the responsibility of each individual member, students can really live together better and discover a real sense of honor.

We owe a debt of gratitude to President Borton, Vice President Wallace, Provost Green, and Dean Lyons, without whose active support these changes would never have received the Board's approval.

III

Campus Guidelines

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CODE OF STUDENT RESPONSIBILITY

The basis of the code of Student Responsibility is the belief that individual freedom, as opposed to license, should be sought, and that this freedom can best be attained through the cooperation of each member of the community in avoiding actions which infringe upon the freedoms or well being of others. Its goal is also to encourage individuals to develop responsible judgement capable of directing their conduct with a minimum of specific rules. Set rules are seldom effective in establishing the inner sense of responsibility for which the College community stands. This personal responsibility is likely to grow when a student is both free and obligated to grapple with principles of conduct and to consider the possible consequences of his actions in the context of guidelines against which he can test his own actions and place them in a better perspective. The Code of Student Responsibility is a statement of such guidelines.

Conduct in Community Life

In Collection, in Meeting, in the dining hall and in the student dormitories, courtesy should at all times be extended to guests and to other students.

We should remind ourselves that our conduct and dress require our attention when we are dealing with people whom we, or others, have invited to the campus.

We should also realize that the closest contact with fellow students arises in the dormitories. Any action or noise, especially at late hours, that disturbs others is undesirable.

Meeting is a place for worship and should be respected as such.

Faculty — Student Relationship

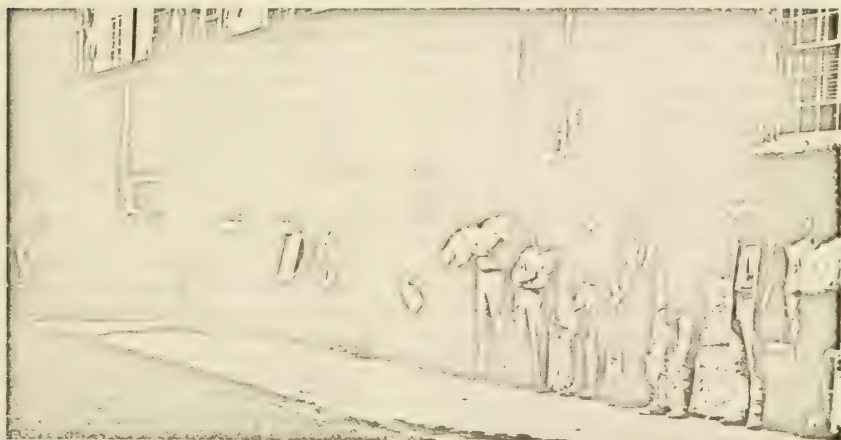
FACULTY-STUDENT RELATIONSHIP. It should be recognized that all of us — students, faculty, administration, staff — have certain duties and responsibilities that can be legitimately expected of us. It is in the interest of Haverford to maintain close faculty-student relationships, but these must be built upon mutual courtesy and respect.

Drinking

The Haverford student body has maintained a tradition as regards drinking which has prevented it from becoming the major problem here which it has become on some campuses. This tradition is worth maintaining.

Student drinking of alcoholic beverages is not consistent with the history of the College, with the tenets of Friends' belief, with excellence in scholarship under the prevalent conditions of academic pressure, or with the maintenance of a healthy community.

Prohibition is inconsistent with the freedom of individual development which is the proudest part of



the life of the College. But liberty does not mean license. Drinking to excess in any form; drinking in public places on the campus; furnishing alcoholic beverages to minors; and any breach of taste induced or encouraged by drinking will not be tolerated.

Students are advised of recent changes in state laws which make it illegal for minors to possess or consume alcoholic beverages.

Drugs

The medically unsupervised use, possession or distribution of potentially harmful drugs such as hallucinogens, amphetamines, barbiturates and opiates is illegal and subject to very harsh penalties. Although the Administration does not assume the responsibility of acting as an arm of the law, students have no greater protection from the law than any citizen. It is also known that use of many of these drugs threatens the physical and mental health of the user. Use by one student may also threaten the welfare of other students.

Thus, with the legal and medical welfare of the student in mind, the College cannot approve of the medically unsupervised use, possession or distribution of any of these drugs.

General prohibition of the use, possession or distribution of these drugs would be inconsistent with the philosophy of this Code. Yet, the absence of corrective action in some specific cases of such involvement may be equally inconsistent. Because the use, possession or distribution of these drugs poses a great potential danger to others, disciplinary action must always be considered when such activity occurs. The nature of any resultant disciplinary action will be proportional to the severity of the dangers to others.

Because use of these drugs is often associated with medical and psychological problems, students involved in their use will be referred to the counseling and medical services of the College.

Property

The College, in acknowledging its responsibility to maintain the buildings and other facilities, expects the students to do their part in keeping the buildings in good order.

While the College expects to take care of normal wear and tear, it is assumed that specific damage will be reported promptly by the individual student responsible, and that the costs involved in repair will be borne by that student.

Damage to College property involves, among other things, disregard of the interests of fellow students.

Disciplinary Actions

Disciplinary action which may limit a student's freedom, or even separate him from the College, is only taken when it is clear that discussion alone is not sufficient to end the irresponsible acts and that action is called for to protect the College and its students from serious damage.

The Students' Council has the responsibility for establishing and maintaining the Honor System and for responding to actions inconsistent with it. Academic standards are established by the Faculty and administered by the Dean of the College. Academic deficiencies of individual students are dealt with by the faculty Academic Standing Committee. The responsibility for non-academic and non-Honor System matters, as set forth in the Code of Student Responsibility and in other regulations, is shared by the Students' Council and the Dean of Students.

The disciplinary process follows a carefully chosen procedure to insure that conditions of reason and fairness are not abridged. The Dean of Students and the Students' Council President each bring to the attention of the other any possible breach of responsible conduct which seems to require further action, including gathering added information. The Dean and the Council President discuss the relative seriousness of the matter, and agree on how it should best be handled. Discussion with the student or students involved is often sufficient. If not, other actions are taken.

If the matter is given to the Students' Council, it follows its regular procedure, and makes a recommendation to the administration on action to be taken. If the matter is given to the Dean of Students he confers with the student involved (1) to warn of possible disciplinary action and clarify the relevant standards, and (2) to get a full understanding of the facts and circumstances of the matter. There is a basic assumption of honesty in all such discussions. If, after this preliminary conversation, some further action still seems necessary, besides a referral for counseling, the Dean of Students drafts a statement of the case and a suggested course of action which he discusses with the Council President and with appropriate administrative colleagues.

A letter is then prepared and subsequently discussed with the student which explains the relevant

facts, the pertinent standard violated, and the resulting disciplinary action. In this letter, the student is advised of his right to appeal the decision to the Students' Council or to the President of the College. A decision resulting from an appeal is binding.

All disciplinary actions are confidential, never leave school files, and are not noted on the student's transcript. Records of disciplinary actions are destroyed when the student is graduated from the College.

By far the most common disciplinary action involves a probation which puts a student on notice that, for a specified period of time, certain expectations of conduct must be met and possibly that certain privileges have been withdrawn. Consequences of any violation of the terms of the probation are also defined and may range from further and more restrictive probation to actual separation from the College. Since the terms of the probation are designed to prevent a reoccurrence of the misconduct, a student often suggests his own terms. A student is separated from the College immediately and without probation only when it is felt that continued serious misconduct is probable or when the consequences of even likely reoccurrence are sufficiently serious so as to seriously damage other individuals in the community. This separation, like any other disciplinary action, follows the above procedures.

While the office of the Dean of Students exists for the welfare of the students, it should be recognized that disciplinary actions are one of the several responsibilities of this office. Unlike the College counselors, the Dean of Students is not always free to accept information, in confidence, that could lead to disciplinary actions. Students should bear this in mind while discussing such matters with him.

Summary

Pride in the College, in our sense of community, and in ourselves leads us to see ways of freeing ourselves from a strait-jacket of rules and regulations through the development of an approach to life on which we can all agree and for which we each feel a responsibility.

The emphasis in the above "code" is positive rather than negative; it is on a standard of desirable conduct rather than on a delineation of prohibited behavior.

CONTROVERSIAL SUBJECTS

Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on any subject. To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choice regarding controversial issues.

Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and are free to formulate and express their positions on these issues.

Finally, the College reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry and advocacy. Students, therefore, have the right to found new, or to join existing organizations, on or off campus, which advocate and engage in lawful actions to implement their announced goals.

Student actions such as those here involved do not imply approval, disapproval, or sponsorship by the College or its student body; neither do such actions in any way absolve a student from his academic responsibilities. Similarly, students are expected to make clear that they are speaking or acting as individuals and not for the College or its student body.

The freedom to learn, to inquire, to speak, to organize and to act with conviction within the bounds of law, are held by Haverford College to be a cornerstone of education in a free society.

RELATIONSHIP WITH LAW ENFORCEMENT AGENCIES

While the College assumes no responsibility for acting as an arm of the law, neither does it afford its students any greater protection from the law than that enjoyed by all citizens. In the absence of parents, the College does assume a responsibility for assuring its students equal protection under the law.

LAWS PERTAINING TO NARCOTICS AND DANGEROUS DRUGS

In its report to the President last year, the Student-Faculty Committee on Drugs expressed a concern about the legal jeopardy of students involved with drugs. The Committee noted the severity of penalties as provided by State and Federal laws, as well as a lack of awareness by many of the fact that the laws are enforced, and that the penalties are imposed. The Committee urged that students be made aware of the laws regarding the use, possession, and distribution of narcotic and dangerous drugs.

What follows is a very abbreviated summary of the penalties provided by Federal legislation. More detailed summaries of the State and Federal laws are available in the Dean of Students' Office.

Narcotics

For sale or transfer — not less than five or more than twenty years in jail for the first offense; ten to forty years for subsequent offenses; fines of up to \$20,000.

For illegal use or possession — two to ten years in jail for first offense; five to twenty years for second offense; ten to forty years subsequently.

Non-Narcotics

For illegal sale or transfer — jail up to two years and maximum fine of \$5,000; subsequent offenses — jail sentence up to six years and maximum fine of \$15,000.

For illegal use or possession — jail for one year and maximum fine of \$1,000 for first offense; subsequently jail for three years and maximum fine of \$10,000.

GENERAL REGULATIONS OF THE STUDENTS' ASSOCIATION

a. **CONDUCT.** Students shall not engage in any activity on the College campus which the Council shall deem physically dangerous to property or persons. Among these activities deemed dangerous by the Students' Council have been the possession of firecrackers, the turning in of false fire alarms, the overturning of fire extinguishers, the throwing of bottles out of dormitory windows, and the building of fires in College buildings outside the regular hearths provided by the College.

b. **FORCED ENTRY.** Forced entry or entrance into public or private property on campus without the permission of the owner or resident is forbidden.

c. **DAMAGES.** Students responsible for damage to College property shall report it to the Students' Council damage coordinator, Steve Erb, whereupon they will be billed only for the actual cost of repairs. If the damage is not reported, the Council will undertake to investigate the matter thoroughly, and may take action in any of the following ways:

1. If the Council damage coordinator can place responsibility upon individuals it will report their names to the comptroller, who will bill them for only the damage.

2. If the Council cannot fix the responsibility upon individuals but accepts it as probable that the damage or loss was due to students, it may authorize action as follows:

- the assessment by the College of a specified group of students.
- the assessment by the College of the whole student body.
- in cases of small amounts, the Council itself may pay for the damage of loss out of its own funds.

3. An amount of \$1.00 per student, per semester, is set aside in College funds as a reserve for unassignable damages.

d. **LIBRARY.** Students have an individual obligation to observe the Library rules as printed in the separate pamphlet on the Library.

e. **PUBLIC FUNCTIONS.** Permission to hold formal or informal public functions is to be obtained by registering the event in advance with the Office of the Dean of Students. The sponsor is responsible to the Dean of Students and the Students' Council for the function.

PAID POLITICAL ACTIVITIES

The College does not allow students to receive pay for distribution of such things as political tracts, religious tracts, or propaganda material. This policy does not apply to voluntary activities of this nature when payment is not involved. Thus a student with convictions is free to hand out material in which he believes, as long as he is not paid to do so.

RESIDENCE REQUIREMENTS

The residential nature of Haverford College is an integral part of its educational philosophy. Therefore, students, with the exception of those who are married or are living at home, are normally expected to live on campus.

VACATION POLICIES

There are four scheduled vacation recesses during the school year; Thanksgiving, Christmas, Mid-Year Recess, and Spring Vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

All classroom and laboratory buildings are subject to closing during all vacations. Some classrooms may be opened during working hours during Thanksgiving, Mid-Year, and those days during Christmas and Spring Vacations when students are allowed in the dormitories. Students are not allowed in locked buildings unless accompanied by a faculty member.

The Haverford Union is open during working hours on weekdays only during all vacations.

NATURE AND PURPOSE OF FIFTH DAY MEETING

Haverford College was founded by the Religious Society of Friends, and for many years students were required to attend Friends Meeting on Thursday morning at 10:45. Recently the College ruled that attendance at these Meetings is voluntary. No classes or other academic appointments may be scheduled for this hour, however, and all students are encouraged to take advantage of the opportunity to join the College community for silent meditation and an occasional spoken message.

The Meeting represents the spiritual community of the College and is an essential part of the life of the College. It is non-sectarian in character. It also provides a focus for the moral concerns which move the participants, and at intervals at the end of a period of meditation, the Meeting will turn to discussion of its concerns in a meeting for business.

All entering freshmen will be given a period of orientation to acquaint them with the tradition and character of the Meeting, and will be required to attend a certain number of Meetings during their first semester.

ACADEMIC STANDARDS — MINIMUM LEVELS FOR PROMOTION

Grading standards at Haverford are as follows:

1. The minimum passing grade is 60. No course credit is given for a course in which the grade is below 60, though the grade will be counted in the student's general average. Departmental 100 courses require a minimum grade of 70.

2. If a student receives a grade lower than 65 in a course which is prerequisite for another course, he must, in order to take that other course, receive the permission of the instructor. (In some cases a grade higher than 65 may be required in a prerequisite course.)

3. The general averages required for promotion are 60 for Freshmen, 65 for Sophomores, and 70 for Juniors. The average for the Senior year required for graduation is 70.

4. Grades in courses presented in fulfillment of a major program of concentration must be 65 or above. In the case of a full-year course the full-year average must be 65 or above.

5. If, for reasons beyond his control, such as illness, a student is allowed by the dean to withdraw from a course, the grade is recorded as "W" and not included in the student's average. If a student drops a course without permission, or is dropped from a course, that grade is recorded as "DR" and averaged as 40. The lowest grade average for a course which a student completes is 45.

FAILED COURSES

Normally, a course which is failed has to be made up, either: (a) by passing with a grade of C or better, a course approved in advance by the dean, in summer school, or (b) by passing an extra course at Haverford.

In order to graduate, a student must pass 36 semester courses. Each student must take five courses in each of four semesters (usually the first four) and four or more courses in each of four additional semesters. It was not the intention of the faculty, in permitting four 4-course semesters, that they should be used primarily for makeups of failures by being expanded to 5-course semesters. However, in some circumstances, the Committee on Academic Standing may permit a student to make up a failure in this way rather than by going to summer school. Each student who fails a course should discuss with the dean

whether he should go to summer school or request permission from the Committee on Academic Standing to make up the failure with an extra course at Haverford.

Students who have failed courses should not expect to make them up during the Senior year. Although, as mentioned above, the Committee on Academic Standing deals with each case individually, a general rule is that a student who has failed one or more courses should have at least 28 course credits before beginning the Senior year.

DROPPED COURSES

Although students may choose, within limits, in which semesters they will take only four courses, they may not change their minds once the semester is well under way. After the first three weeks of a semester no course for which a student has registered may be dropped without penalty, the penalty being a grade of "DR" for the dropped course, this grade being averaged as 40. This rule applies whether or not the course is needed. For example, a second semester senior with 32 credits may not sign up for five courses and then drop one (after the first two weeks) without penalty. If the drop is for reasons beyond the student's control, such as illness, the penalty is not applied; the grade is "W," withdrawn, and the average is based on the remaining courses.

If a student wants to take an extra course but is not sure he can handle it, he should discuss the matter with the dean, who may sometimes arrange for the student to have a longer period, for example, a month, before he is fully committed to the schedule arranged. But such arrangements must be made in advance.

GRADING PROCEDURES

The academic unit at Haverford is the semester course. For the first two years (Freshman and Sophomore) the official transcript will contain only a list of courses a student has taken without grades. A notation will be made if a student fails, drops, or withdraws from a course. This will go into effect beginning with the Class of 1971, but will not apply to students in earlier classes.

Numerical grades will be given and grade reports will be sent to the student, to his advisor, and to the dean.

In the Junior and Senior years a student *may* choose to take one course outside his major division each semester for which no grade will be recorded. The grade for this course will appear on the grade report sent the student, but will not be entered on the transcript. Again the transcript will record a failure, drop, or withdrawal.

To avail himself of this option, a student must indicate at the time of registration that he is taking the course without a recorded grade. No changes in this option can be made after the beginning of classes.

In some advanced courses, Senior research and departmental studies, a written evaluation will be given in place of a numerical grade. In such courses, the transcript will indicate that a written evaluation accompanies the transcript and a note made if the course was failed.

COMMITTEE ON ACADEMIC STANDING

The Committee on Academic Standing is a standing committee of the faculty responsible for reviewing periodically the records of all students whose work is unsatisfactory. The members of the committee are Mr. Santer, Chairman, and Messrs. Butman, Davidon, Heath, and Spielman. The committee meets regularly when deficiencies are reported and semester grades are given. It has the authority to drop students from the College or to prescribe certain conditions for continuing or additional work.

Should a student's record warrant his being dropped from the College or required to take a leave of absence, the decision of the committee will be postponed to a second meeting which will be held within five days of the first, and the student and his adviser will be notified that such action is possible. The student will be invited to appear before the committee if he wishes to do so, and his adviser, or another faculty member who knows him well may be invited to be present as well. If the student does not appear, the committee will make a decision in his absence and inform him of it in writing.

Decisions of the Committee on Academic Standing may be appealed to the President of the College.

ACADEMIC FLEXIBILITY

A new program, called "Academic Flexibility," has been approved by the faculty. The Academic Flexibility Committee is authorized to grant an exception to the academic regulations, especially for a strong student, where this will make it possible for him to achieve academic goals which otherwise might be difficult.

Some samples of the kinds of exceptions which this Committee might grant are given on pages 47-49 of the current college catalog. Interested students are invited to submit proposals in writing to Dean Spielman, who is the executive secretary of the committee. Students are welcome to consult with him or with other members of the committee (Messrs. Satterthwaite, Bernstein, and Heath) before submitting a proposal.

Students should note that this committee deals largely with exceptions arising from academic excellence; academic troubles are the responsibility of the Committee on Academic Standing.

MAJOR FIELD OF STUDY

Toward the end of his Sophomore year, each student is required to select his major field of study. Students should consult with their advisors, and may also wish to consult with the dean or with other faculty members, students, and administration.



The deadline for selection of a major is 4:00 p.m. on Friday, April 14th, before which time the student must file his major selection with the dean of the College. Failure to meet the deadline entails a charge of \$1.00 per day of lateness.

ATTENDANCE AT CLASSES

Students are expected to attend all of their classes. When absences are necessary they should be explained to the satisfaction of the instructor, preferably in advance. The responsibility for making up work missed rests with the student.

Policies with respect to unexcused absences will vary from one class to another. Should a student's attendance in any course be unsatisfactory, his instructor may send him a written notice, a copy of which goes to the dean, stating that in effect any further unexcused absence will result in his being dropped from the course.

A student whose performance suffers as a result of chronic absenteeism may be put on probation by the dean. Specific terms of the probation will be spelled out in each letter, copies of which are sent to the student's instructors. Normally this probation will mean that an unexcused absence from any class during the period specified may result in the student's being dropped from that course.

ATTENDANCE AT COLLECTION

All students are required to attend Collection each Tuesday in Roberts Hall at 10:40 a.m. Two cuts are allowed each semester.

TERM PAPER DEADLINES

No paper may be accepted for credit by any member of the faculty after 4:00 p.m. on Tuesday, January 9 (for the first semester) or 12:00 noon on Saturday, May 11 (for the second semester). If the instructor sets a date earlier than this, the papers are due then, and he may penalize late papers at his discretion.

If a paper is assigned *in place of* the final examination, the date by which it is due is set by the instructor, but it may not be later than 4:00 p.m., Friday, January 19 (first semester) and 4:00 p.m. on Monday, May 20 (second semester).

The maximum grade for a late paper will be one half the grade it would have received had it been on

time. If such a paper represents the entire grade for the course, the maximum grade is 60, or, in a course required for the major, 65.

Any student who anticipates that he will not be able to meet a deadline should go to the dean, who, if he believes the case warrants it, will give the student a note to take to the instructor, authorizing him, if he sees fit, to grant an extension, and suggesting the terms on which it may be granted.

REGISTRATION OF CAMPUS EVENTS

All campus events, other than regularly scheduled academic functions and intercollegiate athletics, must be registered and approved at least 10 days in advance in the Office of the Dean of Students.

This policy includes social events, mixers, lectures, concerts, and other College and student-sponsored events.

SELLING, SOLICITING, PEDDLING

Generally the privilege of selling on campus is reserved for students. The Students' Council annually awards concessions to deserving students. In those cases where a student sales representative cannot be found, outside firms must have written permission from the Dean of Students in order to sell on the campus.

The presence of unauthorized persons anywhere on the premises should be reported promptly to a member of the Students' Council or the Dean of Students.

GAMBLING

Gambling of any type is prohibited at Haverford College.

USE OF THE COLLEGE'S NAME

No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval by the College through the Office of the Dean of Students.

CHANGE OF HOME ADDRESS

It is important that each student keep the College informed of his home address. Any changes in a

student's home address during a semester should be transmitted to the registrar.

MOTOR VEHICLE REGULATIONS

All students wishing to possess or operate a car, motorcycle, other motor vehicle while at College must register the vehicle with the College. This rule may not be circumvented by storing a car off campus. Any student may register a car with the exception of resident, first-semester Freshmen and resident, second-semester Freshmen whose average is below 85.

Registration Procedure

A student should register his vehicle with the Buildings and Grounds Department. The registration fee is \$10 per year, or \$6 for one semester.

At the time of registration the student must present proof of ownership and the name of the insurance company and the number of the policy under which he has liability insurance. A temporary permit will be issued in cases where insurance or other information is incomplete.

The deadline for registering cars brought on campus at the beginning of the college year is 4:00 p.m., Friday, September 22. Cars brought on campus later must be registered within one day of arrival.

Temporary Registration

A student may have a car here for two or three days if he obtains permission from the Dean of Students and secures a temporary registration permit from the Buildings and Grounds Department.

Parking

Student parking is permitted only in the Field House lot. Vehicles may not be parked in such a way as to occupy two parking spaces. It is forbidden to park, or temporarily stop a car on any campus road.

The responsibility for finding a legal parking space rests with the automobile owner. Lack of space is not considered a valid excuse for violation of regulations, just as there is no valid excuse for parking in an improper space.

Where special circumstances require parking in an improper space, permission should be sought *in advance* with the Buildings and Grounds Supervisor, Mr. Bogart.

Disabled cars are not allowed on the campus and extensive repairs are not to be carried out on the

premises. Students with cars rendered immobile because of mechanical failure should immediately contact the foreman of the grounds, Mr. Porreca, who will assist in either starting the car or in moving it to an appropriate location.

Student parking on residential side streets near the campus is prohibited.

Display of Decal

The registration decal must be affixed to the left side of the rear bumper so that it is entirely visible. Decals which become defective or defaced will be replaced without charge. Decals are not transferable from one vehicle to another, and must be removed in cases of change of ownership of the vehicle. Decals from previous years may not be displayed.

Driving Habits and Speed

The speed limit on the campus is 15 miles per hour. Vehicles must be fully muffled and driven in a manner in which there is no noise disturbance. Vehicles are allowed on regular campus roads only.

Enforcement and Fines

The person in whose name a vehicle is registered is responsible for any violations placed on it. Viola-

tion notices and resulting fines are forwarded by campus mail, and if possible, by notice left in the car or on the windshield. There is no provision for warnings.

A student wishing to appeal a traffic fine should appeal to the Dean of Students. Appeals must be made within three working days following the violation, and cannot be considered thereafter.

Violations of these regulations are subject to fines as follows:

Failure to register a vehicle	\$15.00
Speeding or reckless driving	5.00
Failure to stop at stop sign	5.00
All other violations	2.00

Income from fines is deposited to a scholarship fund.

After being issued three tickets for violations in any one academic year for illegal parking, a further violation will result in the vehicle being towed away to the Field House lot at the owner's expense (\$20) without prior notice or warning.

A student may be denied the privilege of having a motor vehicle on campus when he receives five violations within one academic year. Driving while intoxicated will result in automatic loss of driving privileges.

IV Athletics

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PHYSICAL EDUCATION REQUIREMENTS

Each student is required to take eight terms of Non-Academic courses (Fall, Winter, Spring) with a minimum of five terms in Physical Education.

Freshmen are required to take Non-Academic work all three terms. At least two terms of physical education are required and physical education must be taken in the fall term of the freshman year. Freshmen who demonstrate satisfactory progress in the fall term may petition the Non-Academic Programs Committee for permission to take a course from the Arts and Service Program in one of the remaining terms. Sophomores and Juniors are required to take two terms of Non-Academic work, at least one of which is in physical education. The student may schedule the appropriate remaining required term in the sophomore, junior, or senior year. A student who receives a "U" in any term must then take appropriate Non-Academic courses every term until he is caught up in his requirements. All eight terms may be selected in physical education.

SWIMMING TESTS

Students must also take a swimming test upon entering the College. Those who fail to pass the swimming test will be scheduled for swimming instruction during the early fall and late spring. This test must be passed before graduation.

INTERCOLLEGIATE ATHLETICS

Intercollegiate athletic schedules are arranged in football, soccer, cross country, basketball, wrestling, fencing, swimming, baseball, track, tennis, golf, and cricket. Junior varsity schedules are arranged in soccer, basketball, wrestling, track, fencing, football, baseball, and tennis. These activities coupled with an extensive intramural program make it possible for a large majority of students to engage in some form of competitive athletics.

INTERCOLLEGIATE ELIGIBILITY

The eligibility roles are those of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Conference. Copies are on file in the Athletic Office.

Haverford allows four years participation in all varsity sports. A student may not compete in more than one sport at one time.

ATHLETIC AWARDS

Members of varsity squads who successfully complete minimum requirements as established by the department are eligible to receive a varsity letter and sweater the first time a letter is won. Class numerals are awarded to both varsity and junior varsity squad members.

VARSITY TEAM CAPTAINS 1967 - 1968

Football	James B. Ritter '68 Lawrence S. Root '68
Soccer	Alan C. Serwetnick '68 Glenn F. Swanson '68
Cross Country	Silas Little, III '68
Basketball	Stanley A. Jarocki '69
Wrestling	Timothy L. Loose '68
Fencing	Alan S. DeCourcy '68
Swimming	E. Dale Adkins '68 Philip N. Pritchard '69
Baseball	Stanley A. Jarocki '69
Track	Silas Little, III '68
Tennis	Robert A. Swift '68
Golf	Francis P. Engel '68
Cricket	Harry Ottinger, III '68

INTRAMURAL ATHLETICS

The *fall program* of the physical education department consists of tennis instruction, the regular physical education class in which touch football and soccer are taught, plus an intramural program of touch football and soccer.

The *winter program* consists of instruction in basketball, volleyball, handball, and badminton. This program is supplemented by intramurals in the same activities.

The *spring program* offers instruction in softball, tennis, and golf. The tennis course meets daily, with Monday lectures and instruction on the courts the other two days. Golf instruction is scheduled two days per week with a third day elected for practice or play. The softball instruction is scheduled Monday, Wednesday, and Friday. This program is also supplemented by intramural softball and tennis.

REGISTRATION

Fall Program	Freshmen: Wednesday, Sept. 13, 7:00 p.m.
	Upperclassmen: Monday, Sept. 18, 9:30 a.m. to 4 p.m., Registrar's Office Classes begin: Tuesday, Sept. 19
Winter Program	Freshmen: Monday, Nov. 20, 4:20 p.m. in the Gymnasium. Upperclassmen: Monday, Nov. 20, 9:30 a.m. to 4:00 p.m. in Registrar's Office Classes begin: Monday, Nov. 27
	Spring Program Freshmen: Monday, March 4, 4:20 p.m. in the Gymnasium. Upperclassmen: Monday, March 4, 9:30 a.m. to 4:00 p.m. Reg- istrar's Office Classes begin: Monday, March 11

REQUIREMENTS FOR PHYSICAL EDUCATION CLASSES

ATTENDANCE. All students are required to attend physical education classes three times per week. Two unexcused cuts are allowed during the fall and spring seasons and three during the winter season. Excessive cuts will result in automatic failure in physical education.

GRADES. Grades are based almost wholly on attendance and attitude with little emphasis placed on

ability. Grades are Excellent, Satisfactory, and Unsatisfactory. Failure in a physical education course will entail a charge of \$5.00 and the course will have to be made up in the senior year.

APPAREL. A complete athletic uniform of sweat-shirt, T shirts, sweatsox, red shorts and gym shoes must be worn at all physical education classes. This uniform can be purchased at the time of fall registration for freshmen, or during the year from the stock room in the basement of the gymnasium.

REGISTRATION REQUIREMENTS

VARSITY ATHLETES. Students may substitute work on varsity and junior varsity squads for the physical education requirements, and are responsible directly to the coaches for their attendance. Men who drop or are dropped from these squads must report to the Physical Education Office to register. Men taking varsity or junior varsity athletics for physical education credit must register according to the regular schedule.

LATE REGISTRATION. Students who register after the scheduled dates will be subject to the late registration charge of \$2.00.

MEDICAL EXCUSE. Men whose physical condition prevents them from participation in athletics should see the Director of Physical Education to arrange some method of meeting the requirements. These men will be allowed to work as intercollegiate sports managers or to take extra work in the non-academic field.

V

Residence Halls and Food Services

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ROOM ASSIGNMENTS

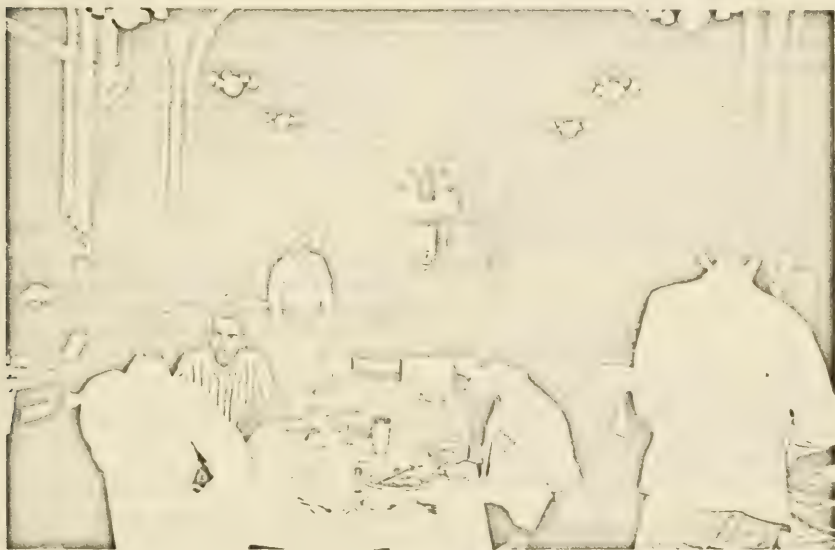
Rooms are assigned by the Dean of Students on the basis of priority numbers favoring upperclassmen.

OCCUPANCY SCHEDULES

Rooms may be occupied on the day College opens at 1:00 p.m. They must be relinquished by 4:00 p.m. on May 24th. Seniors are expected to vacate their rooms by 4:00 p.m. on Commencement Day, May 28th.

giving and mid-year vacations and for a pre-announced three or four days during Christmas and Spring vacations. They are closed to all students during the majority of Christmas and Spring Vacations.

Students who live several hundred miles from campus may request permission from the Dean of Students to remain on campus during Christmas and Spring vacations. One or two dormitories will be designated for vacation occupancy and students with permission to remain on campus will be assigned a room in one of the open dormitories. Permission is not given for reasons of study or term papers.



CHANGE OF ROOM ASSIGNMENT

A student may not transfer his room assignment without prior consent of the Dean of Students. If a student is permitted to move he must return the key of the room vacated and obtain a new key for the room he will occupy. A \$2.00 charge is made when the student changes rooms.

VACATION OCCUPANCY

Dormitories are open to students during Thanks-

FEES

The room and board fee is due in two installments, on the first day of each semester. If a student vacates his room, no refund of room rental is made at any time unless the room is re-rented to a non-resident student. If a student vacates his room sometime during the first semester, he will not be liable for a second semester room charge.

ROOM EQUIPMENT

If a student does not wish to use the room equip-

ment provided by the College he must notify the keymaster, who will arrange for such piece or pieces of equipment to be removed to storage. The cost for each piece of equipment to be moved or stored is \$2.00.

College mattresses may be used only on College bedframes.

Personal rugs and furniture must be in good condition in order to comply with fire and sanitary regulations. All student furniture must be completely portable and free standing, and may not be attached to the walls, ceiling, or woodwork.

KEYS

Students are expected to have keys for their rooms. Keys are issued by the keymaster in each dormitory at the beginning of the school year. There is a charge of \$2.00 for the replacement of a lost key. Failure to return a key within ten days after the end of a semester will result in a \$10.00 key and lock cylinder replacement charge.

LAMPS

Study lamps can be obtained from the Buildings and Grounds office for a deposit of \$5.00 which will be refunded in full when the lamp is returned. Lamps must be returned at the end of the school year.

BEDBOARDS

Bedboards are available on the same basis as the study lamps.

ELECTRICAL APPLIANCES

Only the following electrical items are acceptable: radio, phonograph, television, fan, electric razor, electric blanket, lamps, and electric iron (for use in laundry rooms only).

HOT PLATES

Hot plates are provided for the heating of coffee or soup in most dorms. No other cooking is permitted.

REFRIGERATORS

Refrigerators are permitted but are limited as to size, use, and location. All refrigerators must be reg-

istered in advance with the Buildings and Grounds Office. Specific regulations regarding the use and location of the refrigerators are issued when they are registered.

College refrigerators may be rented for \$15.00 per semester for use in the South and North Dorms.

ANTENNAS

The College does not allow the installation of wire antennas or connections between rooms or outdoors.

LAUNDRY EQUIPMENT

The College provides laundry equipment in the basements of Barclay, South Dorm, and the North Dorm. Irons may be borrowed from the keymaster.

TELEPHONES

Students may arrange, through the Buildings and Grounds office, to have private telephones installed in their rooms. A \$50.00 deposit is required by the Bell Telephone Company. Residents of Lloyd, South Dorm, and North Dorm may use only the existing receptacles.

ROOM DECORATION

Articles may not be tacked, fastened or pasted with stickers to the walls, furniture, doors or fixtures. Jiffy hooks may be used *only* in those dorms without picture moldings in the walls. Special hangers for use in the picture moldings are available in the bookstore.

PAINTING OF ROOMS

Dormitories are painted on a regular schedule. Excessive damage to the painting that requires either repainting or washing will result in a charge to the student. Students are not allowed to paint their rooms.

DAMAGES

The resident of each room is responsible for any damage to his room or contents, including windows, doors, and furniture, whether he is present or absent when the damage occurs. He may notify the Build-

ings and Grounds Office of the name of the person responsible for the damage.

Because damage assessments are made against the occupant of the room at the time the damage is discovered, students are advised to note existing damages in instances of room change. The new occupant of a room is advised, for his own protection, to report, in writing, existing damages to the Buildings and Grounds Office.

All rooms have been inspected prior to occupancy in the fall, and existing damages noted.

The damage policies of the Students' Association apply to all areas outside the student room.

DAMAGE CHARGES

Charges for damages are based on the actual cost of materials, direct labor, and a standard overhead factor. A list of common charges is available in the Buildings and Grounds Office.

REPAIRS

Faculty equipment or trouble with heat, light, or water and damages should be reported to the Office of Buildings and Grounds or to the dorm keymaster as soon as discovered.

MAID SERVICE

Maids will clean the room and replace the linen once per week. During the interim students are asked to maintain their room in a reasonably orderly condition. Rooms in a chaotic condition will not be cleaned. It is suggested that, on cleaning day, students clear dressers and desk tops of papers they do not wish to have disturbed.

STORAGE

The storage section of each dormitory will be open on certain days at the beginning and ending of the school year. During other times students wishing to arrange for the opening of storage areas should contact their keymaster.

Graduating students, and those students leaving the College, are not permitted to store any articles. The College does not accept any responsibility for loss or damage that might occur due to theft, fire, or any other cause.

FIREARMS

Operant firearms are forbidden on the campus.

PETS

Live animals are strictly prohibited although aquariums are permissible.

FIRE

Tampering with fire alarm systems, fire fighting equipment, and the blocking of fire doors are serious offenses. These and other actions which constitute a hazard to the safety of others will result in severe disciplinary action.

GROUND

In order to preserve the beauty of the grounds, it is necessary to prohibit organized games in the areas surrounded by Lloyd, Union, Roberts, Barclay, Sharpless, Hilles, Gymnasium, Library, Founders, Hall Building, and Stokes Hall.

SECURITY

While every effort is made to protect the security of residents' rooms and storage areas, the College cannot be responsible for losses due to theft or other causes. It is strongly recommended that students' rooms be locked. Cases of theft should be reported immediately to the keymaster.

INSURANCE

The College is not responsible, directly or indirectly, for loss or damage to any article of property anywhere on the campus due to fire, water, the elements, or action of third persons. It is recommended that insurance protection be carried by each student against loss or damage of personal property. The College offers fire insurance coverage on property of students on a blanket policy.

Application for this must be made on proper form to the Office of the Comptroller within the first two weeks of the College year. In some instances, some protection is provided by the policies carried by the parents on their personal property. Each student should consult his insurance agent for advice.

INSPECTION

The right and privilege is reserved to and by the College to enter the students' quarters at any time for the purpose of making inspections of the quarters and equipment, for enforcing the regulations contained in this handbook, or performing any maintenance work which is needed.

SEIZURE

The right and privilege is reserved to and by the College to seize any illegal items which are visible. The student will be notified by campus mail, and all confiscated items will be held at the Buildings and Grounds Office for 48 hours after notification to allow appeal.

SEARCH

Searches entail investigation beyond what is visible. The right and privilege is reserved to and by the Students' Council to search the students' quarters at any time. A Council member and a College official must be present for all searches.

DINING ROOM HOURS

Monday through	Breakfast	7:30 - 8:30
Saturday:	Continental	
	Breakfast	8:30 - 9:45
	Lunch	11:30 - 1:00
	Dinner	5:15 - 6:45
Sunday:	Breakfast	8:30 - 9:15
	Continental	
	Breakfast	9:15 - 9:45
	Lunch	12:00 - 1:15
	Dinner	5:15 - 6:15

PRIVATE DINING ROOMS

The West, East Haverford, and Alumni Dining Rooms may be reserved for luncheon or dinner meetings. The Faculty Room may be reserved for dinner meetings only. Reservations should be made in advance with the food manager.

No charge is made if the regular cafeteria service is used. A 25¢ per plate surcharge is made when the regular cafeteria menu is to be served by waiter; charges for special menus and service should be discussed with the food manager.

COOP HOURS

The Coop is open weekdays from 9:00 a.m. to 2:00 p.m. and from 8:30 p.m. to 12:30 a.m.; on Saturday from 8:00 a.m. until noon, and on Saturday evenings at hours to be announced. The Coop is closed on Sundays.

VENDING MACHINES

Candy and soft drink machines are located in the Union, Barclay, South Dorm, North Dorm, and Leeds basements. Should any machine fail to operate properly, or should money be lost in the machine, the matter should be promptly reported to the Buildings and Grounds Office. Prompt refunds of lost money are given.

CATERING SERVICES FOR SPECIAL FUNCTIONS

The food service makes available catering services at modest rates for student social events. Arrangements should be made well in advance of the event with the food manager, who will also aid in planning for use of facilities, equipment, and food services.

SPECIAL DIET SERVICE

A student requiring a special diet should obtain a letter from his physician and present this to the Food Manager, who will make all arrangements.

DINING ROOM EQUIPMENT

Certain Dining Room equipment may be borrowed by students by contacting the food manager. Unless prior arrangements have been made, however, no equipment may be removed from the Dining Room. A charge of \$1.00 is made for each article of equipment found in Students' rooms.

BRYN MAWR-HAVERFORD MEAL EXCHANGE

Students with Bryn Mawr class schedules that make it difficult to return to Haverford for lunch can,

DINING ROOM GUESTS

Guests are welcome in the Dining Room. Guest and Day Student meal tickets can be purchased from the checker in the Dining Room.

by prior arrangement, take their lunch at Bryn Mawr, or have a box lunch prepared in advance, or have a late lunch in the Dining Room. Tickets for Bryn Mawr meals should be obtained from the Haverford food manager.

Weekend meal exchanges may also be arranged on a limited basis by the Dining Room Committee.

GUEST MEAL RATES

Breakfast	.70
Lunch	.95
Dinner	1.35
Sunday Dinner & Steak Dinner	1.50

REFUNDS

Academic requirements which prevent a student from attending as many as three luncheons per week will entitle a student to receive a refund of 40¢ per meal, subject to the approval of the dean of the College. These refunds must be requested the Monday following the meals missed at the Comptroller's Office.

Illness, or absence from classes for any other reason, which extends for a period of more than four weeks will entitle a student to a prorated refund. No other refunds are possible.

VACATION FOOD SERVICE

The board fee does not include provision for food services when College is not in session. The last meal in the dining room is the meal nearest the hour when

classes end. The first meal after a vacation period is breakfast on the day classes resume.

The Coop will be open on a limited basis during Thanksgiving and mid-year recesses, and also during the evening before classes resume before all vacations.

DINING ROOM DRESS

Students are asked to help maintain a pleasant atmosphere in the dining room by wearing suitable attire. Gym suits, short shorts, and bare feet are therefore not permitted. Bermuda shorts, however, are.

DINING ROOM CONDUCT

Excessive noise or lack of consideration by a few can quickly destroy the pleasure of mealtime for many others. Minor incidents of undesirable conduct will result in expulsion from the dining room for a specified period of time without any refund of board fees.

COMPLAINTS, SUGGESTIONS, IMPROVEMENTS

The food service, in all its aspects, is solely intended to serve the students. It is therefore important that the food manager hear from students about their likes, dislikes, and suggestions for improvements.

The Dining Room Committee is the primary vehicle for receiving and transmitting student comments about food service. The Dining Room manager, however, is always available to discuss these matters firsthand with the students.

VI

Student Services

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Check Cashing.....	40
Guests—Weekend Dates	40
Calendar.....	40
Art Rental	40
Lost and Found	40
Ticket Sales.....	40
Meeting Rooms	40
Notary Public	40
Concessions	40

LIBRARY

Special Note: *Because of construction work in the Main Library, certain services may be curtailed during the first semester of the 1967-68 academic year.*

The Library is open on weekdays from 8:00 a.m. to midnight, and on Sundays from 1:00 p.m. to midnight. In addition to the main Library, there are departmental libraries as follows:

Math, Chemistry, and Physics – Stokes Hall
 Biology – Sharpless Hall
 Psychology – Sharpless Hall
 Music – Drinker Auditorium
 Astronomy – Strawbridge Observatory
 Engineering – Hilles

The hours when these libraries will be available vary, and are posted on the bulletin boards.

Rules and information concerning the Library are printed in the *Guide to the Haverford College Library*. Every student receives a copy of this handbook and is expected to use it.

SUMMER EMPLOYMENT

The Dean of Students' Office maintains a central listing of summer job opportunities.

PLACEMENT SERVICE

The Alumni Office maintains a listing of positions open in business, industry, government, and institutions. Interviews with representatives from these areas can be arranged by consulting with the Director of Alumni Affairs.

GRADUATE SCHOOL INFORMATION

Students planning to go to professional schools may seek advice and information from appropriate faculty members as follows:

Business Administration	Mr. Teaf
Education	Mr. Lyons
Engineering	Mr. Hetzel
Law	Mr. Lane
Medicine	Mr. Cadbury
Theology	Mr. Spiegler

Students planning to do graduate work in a departmental subject should consult with the chairman of the department at Haverford.

GRADUATE SCHOOL CATALOGS

The catalogs of most colleges and universities in the United States are available for loan from the Registrar's Office.

STUDY ABROAD

A student who is interested in studying abroad should consult the Dean of the College. Up-to-date information on study in foreign universities is maintained in his office in Founders Hall.

MUSIC PRACTICE

Practice rooms and pianos are available for students' vocal or instrumental practice. Interested students should contact Dr. Reese, the chairman of the Music Department.

BRYN MAWR AND HAVERFORD
BUS SERVICE

The two colleges jointly operate a bus to facilitate cooperative classes, lectures, and library use. The bus makes regular trips between the two campuses on weekdays when classes are in session. The bus leaves from the Infirmary at Haverford, and from Pembroke Arch at Bryn Mawr.

<i>Leave Bryn Mawr</i>	<i>Leave Haverford</i>
8:15 A.M.	8:45 A.M.
9:15 A.M.	9:45 A.M.



10:15 A.M.	10:45 A.M.
11:15 A.M.	11:45 A.M.
12:15 P.M.	12:45 P.M.
1:15 P.M.	1:45 P.M.
2:15 P.M.	2:45 P.M.
3:15 P.M.	3:45 P.M.
4:15 P.M.	4:45 P.M.
5:15 P.M.	5:45 P.M.
7:15 P.M.	7:45 P.M.
9:45 P.M.	10:15 P.M.
10:30 P.M.	10:45 P.M.
(Wed. only)	(Wed. only)

The bus may be chartered by student groups on weekends at the rate of \$3.00 per hour and 12¢ per mile, provided a regular college driver is available. There is a minimum charge of \$20.00.

SCHOLARSHIPS

All scholarships for the current year have been previously awarded. Students wishing to apply for scholarships for 1968-69 should consult with Mr. Ambler before April 1968.

STUDENT LOANS

A loan fund is available for deserving students who may require financial assistance during their college course. Students wishing loan information should see Mr. Ambler.

STUDENT EMPLOYMENT

There are several opportunities for student employment in the Library, as clerical assistants for faculty and administrative officers, as research aids, and in the Dining Room. In most instances, prior consideration is given to students with financial need. Students interested in campus employment should register in the Dean of Students' Office.

READING AND STUDY PROGRAM

A special reading and study skills program will be offered by the College for a five-week period during the Fall semester. Students who have not had special reading and study instruction or guidance are urged to consider this program, since most students have found it possible to develop their reading and study

skills considerably beyond their present levels. A special fee of \$70.00 is charged for the program.

In addition to this special program, the College counselors are available for individual consultation.

SELECTIVE SERVICE

Students are required by law to register for Selective Service on or within five days after their 18th birthday. This may be done through the Dean of Students. In order that the proper forms may be sent to the Selective Service each year, each student should notify the dean of his Selective Service number and address of his local Selective Service Board. The forms sent by the College verify the student's eligibility for deferment.

Students who intend to be conscientious objectors are invited to consult with Professor Cary or Mr. James Vaughan.

INFIRMARY

The dispensary is open from 8:00 to 10:00 a.m., 1:00 to 3:00 p.m., and 6:30 to 8:00 p.m. Monday through Saturday; and Sundays 10:00 to 11:00 a.m.; for routine office calls. Emergencies will be taken care of at any time.

The College physician is available at the infirmary from 2:00 to 3:00 p.m. Monday through Friday and will be called by the nurse on duty if needed at other times.

Visiting hours for patients in the infirmary are between 2:00 and 4:00 p.m., and 6:00 and 8:00 p.m. daily.

Emergency phone nights and weekends is MI 2-3133. The infirmary is closed during vacations.

COUNSELING SERVICES

The College offers counseling for problems of a vocational, educational, or personal nature. Students are encouraged to make an appointment with any one of the counselors for an evaluation of his problem. He will usually be advised by the person he consults. When a problem warrants it, he will be referred to another member of the staff, or occasionally to an outside source for further help.

All student communications with the counseling staff are held in strict professional confidence, as are the names of students counseled.

The counseling staff consists of a psychiatrist, Dr. Peter Bennett, and two clinical psychologists, Mrs. Judith Katz, and Mr. James Vaughan. Appointments with Dr. Bennett should be made with nurse at the the Infirmary. Appointments with Mrs. Katz and Mr. Vaughan should be made at their offices in Rooms 3 and 5, Sharpless Hall.

PSYCHOLOGICAL TESTING

The records of the psychological tests which each student takes during Customs Week are available in the Counseling Offices. Any student desiring an explanation of them may ask for an appointment with either Mrs. Katz or Mr. Vaughan.

Students who desire counseling in regard to majors or vocational plans may ask to take supplementary tests of aptitudes, interests, or personality.

ACCIDENT INSURANCE

Every student is covered by a blanket accident policy paid for from the unit fee. This insurance pays actual expenses resulting from any accident up to a limit of \$1000 for each accident. All claims under this policy should be directed to the College physician.

BOOKSTORE

The book store, located in the Union, is open from 10:00 a.m. to 4:00 p.m. Monday through Friday. Extended hours are announced during the beginning of each semester.

CHECK CASHING

The cashier's window, located in Hilles, is open to cash student checks from 10:15 a.m. to 11:45 a.m. Monday through Friday.

GUESTS - WEEKEND DATES

On festive weekends, a representative of the Students' Council, arranges for rooms in faculty homes and at Bryn Mawr for students' out-of-town dates. The faculty do not expect remuneration for this service, but students should observe the following suggestions:

1. The faculty hostess should be contacted as soon as possible. She should be given the name and home address of the girl who is expected to stay with her, and the approximate times of her arrival and departure.

2. The hostess should be kept informed of any changes in the girl's plans.

3. Thank-you notes are appreciated.

CALENDAR

The central Calendar of Events is maintained in the Office of the Dean of Students. All campus extra-curricular activities are registered in this office. A *Calendar of Events* is published weekly by the Students' Council and distributed throughout the campus.

ART RENTAL

The College has a collection of framed prints which are rented to students at a very nominal rate. Announcements will be made in the fall about when students may make selections from this collection.

LOST AND FOUND

Items lost or found should be reported to the Buildings and Grounds office. This office periodically posts lists of lost and found items. Items believed stolen may be reported either to the Buildings and Grounds Office or to the dorm keymaster.

TICKET SALES

The Dean of Students' Office maintains a central ticket office service for campus organizations. When tickets are not being directly sold by student salesmen, reservations can be made in the Dean of Students' Office.

MEETING ROOMS

The Council Room in the Union is available for meetings of campus organizations when not in use by the Students' Council. Other meeting rooms can be reserved in the Dean of Students' Office.

NOTARY PUBLIC

A Notary Public is provided for the convenience of students in the Comptroller's Office and in the Registrar's office. The standard \$1.00 charge is made for the service.

CONCESSIONS

Each year the Students' Council awards certain selling concessions to students. Except by special permit, no other soliciting or selling is allowed on campus. Generally, student concessions are allowed only for items not made available by the Book Store and the Coop. Any student may start a new concession by applying to the Council Secretary.

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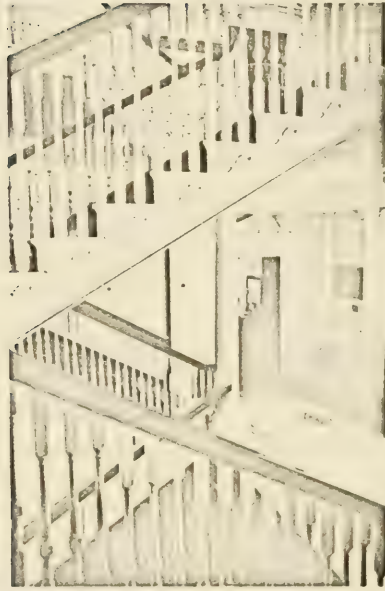


The Haverford College DIRECTORY

FOR THE ACADEMIC YEAR 1967-68

Published by

THE DEVELOPMENT OFFICE



"...and behold a map of my collegiate life."

HAVERFORD, PENNSYLVANIA

October 1967

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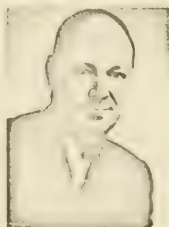
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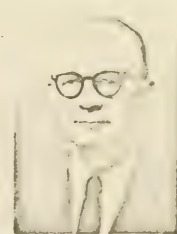
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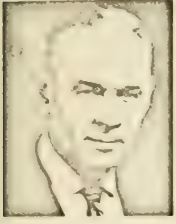


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MARCEL M. GUTWIRTH, HOLLAND HUNTER	Alternates

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EMERGENCY CALLS

FIRE

MI 2-7700

POLICE

MI 2-7700

NIGHT SERVICE

All internal calls may be completed when the business office is closed in the same manner as when the operator is on duty. Except the calls to and from telephones connected for night service. In order to call any one of the officers listed below, dial the Midway number listed, using a telephone which is connected directly with a central office of the telephone company.

When night connection is in effect, it is not necessary for users of the extensions listed below to dial (0) in order to place an outgoing call. Simply dial the desired number. Telephone calls placed in the above manner should be reported to the operator during regular hours, for accounting purposes.

NIGHT LINES

When there is no operator on duty, use the following telephone numbers

ELMER J. BOGART (215) 219-9607
 THOMAS PORRECA (226) 219-9606
 E. W. ROBERTS (204) 219-5606

WILLIAM AMBLER,

Director of Admissions (244) MI 2-5704
 JOHN R. COLEMAN, President (242) MI 2-7307
 COMPUTER CENTER (HILLES) (226) MI 9-1115
 LOUIS GREEN, Provost (338) MI 9-9605
 GUEST ROOM 32, FOUNDERS HALL (308) MI 9-9608
 INFIRMARY (229) MI 2-3133
 VIRGINIA KLINE, Registrar (246) MI 9-9601
 LIBRARY, Reference Desk (after 5 p.m.) MI 2-5586
 ELMER J. BOGART, Supt. Bldgs. & Grounds. (214) MI 9-9606
 THOMAS PORRECA,

Maintenance and Operation (214) MI 9-9606
 ROY RANDALL, Gymnasium (316) MI 9-9602
 E. W. ROBERTS,

Maintenance and Operation (214) MI 9-9606
 ALBERT F. WALLACE,

Vice President/Development MI 2-0340
 ROBERT WALTER, Chemistry Department (256) MI 9-9602

PAY TELEPHONES

BARCLAY - 1st Floor MI 2-9524
 BARCLAY - 3rd Floor MI 2-9506
 DRINKER MUSIC CENTER MI 2-9521
 FIELD HOUSE MI 9-9730
 FRENCH HOUSE - 2nd Floor MI 2-9613
 POWER HOUSE MI 2-9540
 SHARPLESS HALL - 1st Floor (Biology) MI 2-9639
 SHARPLESS HALL - 3rd Floor (Psychology) MI 2-9626
 STOKES HALL - 1st Floor MI 2-9591
 SCULL HOUSE - 3rd Floor MI 2-9516
 UNION - 1st Floor MI 2-9514
 WILLIAMS HOUSE - 2nd Floor MI 2-9428
 YARNALL HOUSE MI 2-9595

OCTOBER, 1977

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
			1:00 P.M. 3:30 MOVIE - STOKES 8:30 "MR. DEEDS GOES TO TOWN"	JEWISH NEW YEAR 1:00 P.M. 3:00 SOCIAL ACTION COMMITTEE FILM SHARPLESS AND 9:30	MOVIE - ROBERTS 8:30 "ON THE BEACH" ♦ LANTERN NITE BNC	1:00 DENISON 1:30 COLLECTION 1:00 MIRAVIAN 1:30 ♦ CC MURAVIAN 1:30 MOVIE - ROBERTS 8:30 "SEX OF A KING" WINTERGOLF 1:30 RUTGERS INVITATIONAL AT HAVSFORD LEIGH PENN ST FRANCIS BUTLERS
8	9	10	11	12	13	14
			1:00 PRINCETON 1:30 1:00 SOC PRINCE TUN 1:30 1:00 PHILOSOPHY LECTURE STOKES 1:00 P.M. 3:30 MOVIE - STOKES 8:30 "A MAN ESCAPED"			1:00 KIPPUR 1:00 DENISON 1:30 1:00 MIRAVIAN 1:30 ♦ CC JOHNS HOPKINS DREXEL 1:00 HOME COMING DAY INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN
15	16	17	18	19	20	21
WASC TEST CONCERT INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN PENDING COLLECTION ON AT HAVSFORD		COLLECTION WILLIAM STRANGFELLOW		1:00 P.M. 3:30 SOCIAL ACTION COMMITTEE FILM SHARPLESS AND 9:30	MOVIE - ROBERTS 8:30 "POTEMKIN"	1:00 OPEN 1:00 DENISON 1:30 1:00 MIRAVIAN 1:30 ♦ CC ALBRIGHT LEIGH ♦ BNC - JR SHOW & DANCE INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN ♦ POST INDIAN
22	23	24	25	26	27	28
1:00 SCHWETZ PINCERS CONCERT INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN ST FRANCIS BUTLERS			1:00 DENISON 1:30 1:00 MIRAVIAN 1:30 ♦ CC JOHNS HOPKINS DREXEL 1:00 HOME COMING DAY INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN	1:00 P.M. 3:30 SOCIAL ACTION COMMITTEE FILM SHARPLESS AND 9:30	1:00 P.M. 3:30 SOCIAL ACTION COMMITTEE FILM SHARPLESS AND 9:30 ♦ BNC - JR SHOW	1:00 DENISON 1:30 1:00 MIRAVIAN 1:30 ♦ CC JOHNS HOPKINS DREXEL 1:00 HOME COMING DAY INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN ♦ POST INDIAN
29	30	31				
INTERCOLLEGIATE SAILING RECEIPTS AT HAVSFORD - POST INDIAN			MOVIE - STOKES 8:30 "HANS OF THE NORTH"	1:00 P.M. 3:30 SOCIAL ACTION COMMITTEE FILM SHARPLESS AND 9:30	MOVIE - STOKES AND 8:30 "THE VIRGIN SPRING"	1:00 DENISON 1:30 1:00 MIRAVIAN 1:30 ♦ CC JOHNS HOPKINS DREXEL 1:00 HOME COMING DAY INTERCOLLEGIATE SAILING 1:00 P.M. 3:30 TEAM 4:00 1:00 AT HAVSFORD LEIGH PENN ♦ POST INDIAN

* AWAY * HOME * TENTATIVE ♦ BNC EVENT

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
				REGISTRATION FOR SPRING TERM →	ORCHESTRA CONCERT	* BSK JOHNS HOPKINS * GLEE CLUB AT VASAR
3	4	5	6	7	8	9
		COLLECTION EUGENE WINAVER PHI BETA KAPPA	1:15 BSK URSINUS 6:30 PHILOSOPHY LECTURE STOKES AUD 4PM		FENCE PRINCETON & JV 7 PART SERIES - JULLIARD QUARTET - ROBERTS 8:30 P.M.	1 M BSK PHARMACY ? * WESTL DREW * 3PM P.M.C. * BMC LITTLE THEATRE
10	11	12	13	14	15	16
* BMC CHRISTMAS PROGRAM			* BSK MORAVIAN	1 FACULTY MTG - STOKES 4:15		
17	18	19	20	21	22	23
		COLLECTION - GLEE CLUB	→ EXAM SCHEDULES DUE →			CHRISTMAS VACATION BEGINS 11:30 A.M.
			CHRISTMAS VACATION			
24	25	26	27	28	29	30
	CHRISTMAS DAY					
31			CHRISTMAS VACATION			
AWAY	HOME	TENTATIVE	BMC EVENT			

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 NEW YEAR'S DAY	2 CHRISTMAS VACATION	3 CHRISTMAS VACATION ENDS 1 B&K DEL VALLEY - 7:30 P.M.	4	5	6 * B&K STUDENTS 5:30 1 B&K STONES 4:15 * SNM F&M 1 ORGAN CONCERT - ROBERTS
7	8	9 FIRST SEMESTER CLASSES END 10:00 P.M. * B&K DEL VALLEY & JV COLLECTION	10 * FENCE TRIMMING & JV 1 B&K STONES 4:15 1 SNM DREXEL 7	11	12	13
14	15	16	17	18 1 FACULTY MTG. STONES 4:15	19	20
21	22 MID-YEAR EXAMS END 5:00 P.M.	23	24 1 PHILOSOPHY LECTURE STONES 4:15 P.M.	25	26	27
28	29	30	31 SECOND SEMESTER CLASSES BEGIN 10:00 A.M.	MID YEAR RECESS		

[illegible]

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 SWIM WAS AT W. CHESTER 1 CLASS MTE	2 1 SWIM TRAINING @ 6:30 FRESHMAN AT LAKESHORE 1 BRESTLE LEAGION VALLEY ? • SMC AT F & M
3	4	5	6	7	8 1 ART SERIES FIELD HOUSE - 8:30 PM DAVE BRUBACK	9 1 DANCE
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

[illegible]

• AWAY	↑ HOME	• TENTATIVE	◆ BMC EVENT
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• TENTATIVE

HOME

• AWAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 ↑ BASE - MUEHLBERG - 3:15 • TRACK - MUEHLBERG • TENNIS F & M ● BNC MAY DAY	2 ↑ GOLF - LEHIGH F&M I	3	4 • BASE - SWARTHMORE ↑ TRACK PAC ↑ GOLF - MUEHLBERG ↑ JV TENNIS - T DISCOPAL ↑ ALUMNI DAY
5	6 GOLF MASSAC AT LYCOMING	7	8 • BASE PWC J • TENNIS MUEHLBERG 3:00 • JV TENNIS - DREXEL	9	10 • BASE - SWARTHMORE JV • TRACK - MASSAC • TENNIS - LEBANUS • GOLF - SWARTHMORE	11 SECOND SEMESTER CLASSES BEGIN 8 AM • BASE - LEBANUS J • TENNIS - HOFSTRA ↑ JV TENNIS - VALLEY Forge
12	13 → REVIEW PERIOD →	14	15 ← FINAL EXAMINATIONS →	16 ↑ FACULTY MTG STARTS 4:15	17	18
19	20 ← SENIOR COMPREHENSIVE EXAMINATIONS →	21	22 ← FINAL EXAMINATIONS →	23 FINAL FACULTY MEETING 9:00 AM	24	25
26	27 ← FINAL COLLEGE HONORS EXAMS →	28	29 ← COMMENCEMENT →	30 MEMORIAL DAY	31	

ADMISSIONS OFFICE - Roberts		COUNSELORS - Sharpless	
William W. Ambler, director	243	Mrs. Judith Katz	201
David Potter, assistant director	247	James L. Vaughan	202
William A. Shafer, Jr., asst. dir.	245		
Miss Gertrude Wonson, secretary	245		
ALUMNI OFFICE - Founders		DEAN OF THE COLLEGE - Founders	
William E. Sheppard, II, director	307	John P. Spielman, Jr.	248
Mrs. Ann Neel, secretary	306	Miss Elsie Wilson, secretary	248
Addressograph Room	306		
ASTRONOMY DEPARTMENT - Observatory		DEAN OF STUDENTS - Founders	
Louis C. Green, chairman	338	James W. Lyons	313
Mrs. Harriet Beardsley, secretary	337	Mrs. Lolita Sabin, secretary	313
BIOLOGY DEPARTMENT - Sharpless		DEVELOPMENT OFFICE - Founders	
Ariel G. Loewy, chairman	206	Albert F. Wallace, director	300
		Mrs. Mary King, secretary	301
		Charles Perry, associate director	302
		Mrs. Janet Henry, research writer	303
BOOKSTORE - Union		DISTINGUISHED/VISITORS/OFFICE-	
Mrs. Patricia Docherty	278	Whitall Annex	
		Mrs. Janet Henry	295
BUILDINGS & GROUNDS OFFICE-Founders		ECONOMICS DEPARTMENT - Whitall	
Elmer J. Bogart, superintendent	214	Holland Hunter, chairman	296
Mrs. Mary Glynn	218		
Mrs. Marilyn Curran	218	ENGINEERING DEPARTMENT - Hilles	
Murray S. Pinckney,		Theodore B. Hetzel, chairman	224
executive housekeeper	305		
Ellis W. Roberts, supervisor,		ENGLISH DEPARTMENT	
skilled labor	304	Alfred W. Satterthwaite, chairman	281
Camillo Porreca, supervisor, grounds	220		
John C. Scott, security officer	289	FACULTY SECRETARY - Founders	
		Mrs. Mildred Hargreaves	287
		Science secretary - Stokes	
		Mrs. Frances Walker	269
BUSINESS OFFICE - Hilles		Mathematics secretary - Stokes	
Charles W. Smith, comptroller	340	Mrs. Christine Heinerichs	253
Mrs. Yolanda Tenaglio, secretary	341	Whitall Building secretary	
Miss Marie Stefan, accountant	342	Mrs. Louise Sugg	281
Charles C. Waladt, office manager	344	Hall Building secretaries	
		Mrs. Elizabeth Felpel	352
		Mrs. Adeline Taraborelli	352
CHEMISTRY DEPARTMENT - Stokes		Sharpless Hall secretaries	
Harmon C. Dunathan, chairman	259	Mrs. Josephine Schina	213
		Miss Arlene Sinclair	206
CLASSICS DEPARTMENT - Hall		GERMAN DEPARTMENT	
Howard Comfort, chairman	311	John R. Cary, chairman	331
COMPUTER CENTER - Hilles			
Mrs. Hazel Pugh, supervisor	226	HISTORY DEPARTMENT	
		Wallace T. MacCaffrey, chairman	212
COOP - SNACK BAR - Union			
	279		

INFIRMARY

Dr. Wm. W. Lander	229
Mrs. Louise Anastasi, nurse	228

LIBRARY

Craig R. Thompson, librarian	322
Mrs. Gertrude Waldt, secretary	322
Edwin B. Bronner, curator of Quaker Collection	332
Mrs. Ruth Reese, assistant librarian, Technical Services	332
Mrs. Esther Ralph, assistant librarian Reader Services	232
Mrs. Mae Craig, senior cataloger	321
Miss Else Goldberger, acquisitions librarian	235
Miss Constance Hyslop, Government Documents librarian	231
Mrs. Bjorg Miehle, circulation librarian	234
Miss Shirley Stowe, reference librarian	233

MAIL ROOM - Union

William J. Carter	276
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MATHEMATICS DEPARTMENT - Stokes

Dale H. Husemoller, chairman	253
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MUSIC DEPARTMENT - Drinker

William H. Reese, chairman	272
Mrs. Cordelia McComas, secretary	272

PHILOSOPHY DEPARTMENT - Hall

Richard Bernstein, chairman	339
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PHYSICAL EDUCATION DEPARTMENT - gym

Roy E. Randall, chairman	317
Mrs. Lee Marr, secretary	317

PHYSICS DEPARTMENT - Stokes

Douglas G. Miller, chairman	265
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POLITICAL SCIENCE DEPARTMENT - Hall

Robert A. Mortimer, acting chairman	216
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POST-BACCALAUREATE PROGRAM -

	Founders
William E. Cadbury, Jr., director	309
Mrs. Catherine Foster, secretary	309

PRESIDENT'S OFFICE - Roberts

John R. Coleman	242
Mrs. Katharine Carter, secretary	241

PROVOST'S OFFICE - Observatory

Louis C. Green	338
Mrs. Harriet Beardsley, secretary	337

PSYCHOLOGY DEPARTMENT - Sharpless

Douglas H. Heath, chairman	211
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PSYCHIATRIST - Union

Dr. Peter G. Bennett	277
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PUBLIC RELATIONS OFFICE - Whittall

William Balthaser, director	360
Mrs. Carla Pompizzi, assistant to director	362
Mrs. Giovina Flagiello, secretary	361

RECEPTIONIST - Switchboard

Mrs. Dorothy Archfield	285
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REGISTRAR'S OFFICE - Founders

Mrs. Virginia Kline	246
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RELIGION DEPARTMENT - Stokes

Gerhard E. Spiegler, chairman	264
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ROMANCE LANGUAGES DEPARTMENT

Marcel M. Gutwirth, chairman	320
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SOCIOLOGY AND ANTHROPOLOGY

	DEPARTMENT
Andrew Effrat, acting chairman	323

STOKES LIBRARY

Mrs. Suzanna Newhall, librarian	271
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EZRA WOOLFOLK

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PERCY SPADY

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 Bartels, Andrew H.
 Barton, Scott L.
 Barton, Stephen E.
 Batzell, Stephen W.
 Beckwith, Eric G.
 Berg, Douglas A.
 Berry, Donald F.
 Blistein, Adam D.
 Bohrer, Robert A.
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 Brassfield, David C.
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 Chester, Edwin P.
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 Gill, John T.
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 Hall, Walter R.

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 Jenkins, Daniel W.
 Johnson, Douglas H.
 Jones, Steven S.
 Kamarck, Martin A.
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 Koeppe, Roger E.
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 Kunz, Timothy A.
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 Lovenworth, Stanton J.
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 Miller, Steven E.
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 Mong, Robert W.
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 Quisenberry, J. Stokes
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 Richardson, Curtis M.
 Ridley, Bruce E.
 Ritchey, Patrick W.
 Rivera, Henry S.
 Rogers, Alan C.

Rogers, Samuel E.
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 Sandhaus, Robert A.
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 Tannenbaum, Carl R.
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 Taylor, James H.
 Thomas, David L.
 Ulan, Stephen P.
 Walton, Christopher M.
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 White, Stephen L.
 Will, Donald S.
 Williams, Daniel D.
 Workman, Mark E.
 Wright, Curtis
 Wylie, John S.
 Yager, David C.
 Youngerman, David E.
 Zubludoff, Marc A.
 Zechman, John S.

SOPHOMORE CLASS

Aird, R. Bruce
 Allen, John L.
 Anderman, Robert H.
 Averick, Jeffrey
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 Barbis, John M.
 Berliss, Herman
 Birdzell, Luther E.
 Bomba, Joseph V.
 Boyer, David H.
 Briselli, Michael F.
 Callahan, Stephen J.

Chandler, Robert J.
 Cole, Peter
 Coleman, Peter K.
 Colvin, Christopher S.
 Conroy, France H.
 Cross, David W.
 Czarninski, Johnny J.
 Das, Aruneshwar
 Davis, Edwin H.
 Davis, Felmon J.
 Dematatis, Christopher C.
 Denny, Thomas A.
 Dickinson, Joseph A.
 Dunne, Christopher E.
 Dye, John R.
 Elkinton, Joseph S.
 Emmons, James R.
 Erb, Steven Thomas
 Ewell, Peter T.
 Faust, James J.
 Finklestein, Seth P.
 Fishbein, Gerald P.
 Fite, Richard W.
 Fry, Douglas L.
 Fujii, Toru
 Fuller, Martin T.
 Geffer, Warren B.
 Gordon, Daniel R.
 Gorski, Peter A.
 Green, Donald J.
 Greenfield, Mark J.
 Greenfield, Richard R.
 Hamilton, David L.
 Hamilton, Duncan M.
 Handford, Peter S.
 Harrison, Marc J.
 Hedrick, Charles L.
 Hicks, Kenneth A.
 Horner, Wesley R.
 Humphries, Michael L.
 Hurley, Geoffrey K.
 Hutchins, William A.
 Iacobucci, Bruce C.
 Ihrie, Robert
 Ingram, William C.
 Inslee, J. William
 Irving, Andrew M.
 Jaffe, Harris A.
 Jarvis, Richard K.
 Kaufman, Stephen J.
 Kluge, John
 Lewis, John E.
 Lewis, Richard H.
 Lincoln, Bruce K.
 Linn, Robert W.
 Lister, Eric D.
 Louie, Arthur C.
 Lu, Christopher
 Marrinson, Steven A.
 Massie, Herbert P.
 McCain, Thayer A.

Melby, Eric D.
 Miles, William O.
 Miller, Michael R.
 Morgan, Alan C.
 Murphy, Stanley J.
 Newburger, Peter E.
 Newman, George C.
 Nicholson, Jeremy D.
 Nickel, Thomas B.
 Novak, David J.
 O'Leary, Maurice J.
 Oran, David R.
 Ottenberg, John C.
 Palade, Philip T.
 Pancoast, Taylor A.
 Phillips, Steven W.
 Poorman, Dean H.
 Ram, Richard M.
 Raskob, Benjamin R.
 Rett, Kalman
 Rice, Daniel L.
 Richards, Christian R.
 Richter, Eric S.
 Ringwalt, Christopher L.
 Roberts, David M.
 Rogers, John W.
 Rogers, Kurt B.
 Rosenthal, Yale C.
 Rothstein, David M.
 Russek, Edward
 Sachs, Jan Michael
 Schneider, Edgar W.
 Schotz, Bennett M.
 Shields, Charles A.
 Siluk, Richard S.
 Simons, Laird H.
 Sire, Hendrik A.
 Sites, James Philip
 Sklar, Jeffrey L.
 Sloane, J. Heywood
 Slocum, William L.
 Smith, James Jay
 Smolen, Arnold J.
 Snyder, Michael E.
 Speller, Jeffrey L.
 Spray, Thomas L.
 Strohl, G. Ralph
 Swan, Alexis
 Temple, Lyn-Peter
 Thomas, W. Merrick
 Thompson, Charles H.
 Thompson, Donald B.
 Tobey, Peter W.
 Tompsett, William C.
 Toth, Jerry G.
 Trumback, Philip J.
 Tucker, Arthur S.
 Walker, Joseph N.
 Wallace, P. Scott
 Warren, Frederick D.
 Warren, Jonathan B.

Webber, Leland D.
 Whitmore, Charles S.
 Wilson, C. Geoffrey
 Wolfe, R. Bradley
 Woodward, Albert M.
 Zukin, Stephen R.

JUNIOR CLASS

Agarwal, Rajesh, K.
 Alexandre, Peter G.
 Armstrong, Robert B.
 Bailey, Steven O.
 Baranano, Eduardo C.
 Barnett, Michael S.
 Barrett, Jay E.
 Barry, David M.
 Beale, Robert B.
 Becker, Ted E., Jr.
 Bickley, William P.
 Blair, John P.
 Bower, James R.
 Braucher, William K.
 Chaney, Edmund Francis
 Cohen, Alan P.
 Cook, Joel D.
 Cropper, Stephen W.
 Downs, N. Thompson
 Dunham, Andrew B.
 Edgar, Kenneth C.
 Elliott, David F.
 Engel, Robert J.
 Follet, John D.
 Forehand, V. Thomas
 Forman, William R.
 Foster, Daniel W.
 Foster, David H.
 Frankel, Donald S.
 Frey, Bertram C.
 Fried, Robert S.
 Fry, John B.
 Garretson, Peter P.
 Garrett, Raymond E.
 Gaynor, George C.
 Geise, Jack P.
 Gleason, John R.
 Godbey, John K.
 Golding, Timothy B.
 Gregg, John S.
 Gresov, Winston G.
 Hummel, Robert H.
 Harris, Henry J.
 Haselton, Frederick R.
 Hawley, Robert C.
 Helme, Edward A.
 Herron, Robert M.
 Hipp, Spencer H.
 Hook, Andrew T.
 Jackson, Gregg W.
 Jarocki, Stanley A.

Johnstone, Peter T.
 Kamm, Keith A.
 Katzman, Abner J.
 Kimball, Robert H.
 Kleppinger, James
 Kowal, Thomas M.
 Krieger, Terry M.
 Kritzer, Herbert M.
 Lane, Christopher L.
 Langley, Keith E.
 Larson, Nels L.
 Laurence, John A.
 Lazaroﬀ, David W.
 Lehman, John F.
 Lightbody, Richard A.
 Lindsey, Mack C.
 Long, Franklin A.
 Luketic, Velimir
 Marshall, David S.
 Mason, H. Denning
 McConnell, Geoffrey R.
 Meier, Thomas R.
 Miller, Michael A.
 Newkirk, Arthur D.
 Oliver, Richard B.
 Pappas, Richard C.
 Phelps, William R.
 Phillips, William A.
 Plata, Fernando Tamayo
 Pleatman, Thomas A.
 Pryor, Miguel J.
 Pyfer, John F.
 Reynolds, Hadley
 Rivers, Joseph T.
 Rolfe, Stephen M.
 Ross, Douglas R.
 Rothman, Barry S.
 Rub, Christopher L.
 Santoro, Franklin A.
 Sargent, John S.
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 Schwenk, Marshall J.
 Scott, W. Peters
 Serota, Richard E.
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 Sleeper, Edward M.
 Smith, Eric O.
 Smoak, Glenn M.
 Sneden, Christopher A.
 Snyder, Christopher H.
 Spoehr, Luther W.
 Stavis, Robert L.
 Stern, Dennis L.
 Stern, Robert O.
 Stokes, Allen W.
 Storck, John W.
 Stover, Kenneth
 Sutton, Robert F.
 Taylor, Lawrence
 Trapani, Vincent F.

Walens, Stanley G.
 Wangh, Mitchell W.
 Washburn, Stephen C.
 Weckstein, Paul L.
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 White, Robert S.
 White, W. Stanley
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 Wodlinger, Paul M.
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 Yarmon, Thomas N.
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 Yen, Andrew
 Zumeta, William M.

SENIOR CLASS

Ackerman, Bruce L.
 Ackerman, Thomas H.
 Adams, Simon L.
 Adkins, E. Dale
 Aizawa, Yoichi
 Alcock, James E.
 Aldridge, John F.
 Anderson, Renner S.
 Ashton, Wallace T.
 Asteris, George T.
 Aucott, Michael L.
 Balch, William R.
 Batzell, Peter E.
 Beaver, Milton C.
 Benglian, Vahan E.
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 Boggs, Joseph D.
 Bollinger, Galen L.
 Bowers, John C.
 Brett, Thomas C.
 Burns, Jonathan G.
 Burns, Malcolm R.
 Butterworth, David S.
 Chang, Amos H.
 Couch, George N.
 Coward Robert I.
 Crandall, Irving B.
 Currie, Thomas W.
 DalMaso, Donald F.
 Davidson, James W.
 deCourey, Alan S.
 Delthony, David R.
 Di Gangi, John J.
 Drummond, David L.
 Elliott, Ben C.
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 Faust, Stephen E.
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 Frey, Herbert V.
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 Gold, Steven H.
 Goodbody, Matthew S.
 Grunfeld, Carl
 Hamilton, Richard H.
 Hart, Donald A.
 Haskell, Vernon
 Hathaway, C. Richard
 Hemmendinger, Ross
 Hubbell, Jonathan A.
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 Jolly, Stuart M.
 Jones, Curtis T.
 Jones, Edward Terry
 Kane, Christopher E.
 Kaplan, Michael M.
 Keen, James P.
 Keenan, S. Terrence
 Killian, Lawrence W.
 Kocher, Karl A.
 Kopff, E. Christian
 Kuntz, Joel D.
 Langner, Richard W.
 Lanson, Dennis H.
 Layman, Thomas W.
 Lewis, Steven J.
 Little, Silas
 Loesche, William
 Loose, Timothy L.
 Ludwig, Eugene A.
 Lyon, Richard G.
 Magers, Stephen R.
 McCann, Michael W.
 McKerrow, James H.
 Melson, Richard T.
 Miller, Norman J.
 Millstone, David H.
 Moore, Marcus W.
 Mullooly, James F.
 Munroe, Stephen H.
 Musser, George L.
 Nixon, Glen F.
 Ollendorff, K. Daniel
 Ottinger, Harry
 Packard, William I.
 Paul, Richard T.
 Ponsen, Johnannes W.
 Porrecca, Samuel S.
 Porter, Robert R.
 Powers, Thomas R.
 Primack, Robert E.
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 Ramsey, Frank M.
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 Ritter, James B.
 Robinson, Dana P.
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Root, Lawrence S.
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 Russek, Frank S.
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 Sieber, R. Timothy
 Skoggard, C. Arthur
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 Stuart, John M.
 Swanson, Glenn F.
 Swift, Robert A.
 Thomas, Douglas G.
 Turner, James W.
 Unterman, Ronald D.
 Van Cleave, Richard M.
 Weiss, Scott T.
 Welles, Timothy W.
 Weston, Richard C.
 Whidden, Mark P.
 Whiting, David A.
 Wieck, David F.
 Wilbur, Carl E.
 Wilcox, Gregory
 Williams, Jonathan G.
 Wolfenden, George
 Wright, James C.
 Zajac, Boris-John

POST-BACCALAUREATE FELLOWS

Batch, Louis
 Boulware, A. Larry
 Dawkins, Terry
 Durst, Charles A.
 Gibson, Willie
 Henderson, Donald R.
 Jackson, Nathaniel R.
 Jones, Robert L.
 Lester, Albert E.
 Wright, Freddie L.

STUDENTS STUDYING AWAY

1968

Hough, John T.
 McNeil, William A.

1969

Freund, Ronald D.
 Gerber, Steven R.
 Henderson, John L.
 Hoster, M. Jay B.
 Orlando, Raffaelo L.
 Winifield, George F.

PART-TIME SPECIAL STUDENTS

Lazaroff, Cheryl (2 courses) - student's wife
 Miehe, Bjorg (1 course) - employee
 Wolfenden, Barbara (1 course) - student's wife

We welcome these new members of our Faculty and Administration



A. F. BALTHASER



K. T. BEAN



J. R. COLEMAN



J. G. GAGER



F. JOHANSON



R. H. KANE



J. B. KIM



D. KRAINES



R. J. LUBARSKY



W. MAC GAFFEY



H. L. ROSENZWEIG



P. B. ROWE



G. A. SAYER



S. M. SUMER



W. A. SHAFER



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J. AMBLER



L. ANASTASI



M. ASENSIO



J. ASHMEAD



P. W. BELL



T. A. BENHAM



BENNETT



R. J. BERNSTEIN



E. J. BOGART



E. B. BRONNER



R. H. BUTMAN



W. E. CADBURY



R. CARY



J. P. CHESICK



H. COMFORT



B. COOK



T. J. D'ANDREA



W. C. DAVIDON



DAVISON



F. DE GRAAFF



P. J. R. DESJARDINS



W. DOCHERTY



H. C. DUNATHAN



A. EFFRAT



FINGER



R. M. GAVIN



L. C. GERSTEIN



D. J. GILLIS



H. GLICKMAN



E. U. GREEN



C. GREEN



M. M. GUTWIRTH



A. P. HARE



D. H. HEATH



T. B. HETZEL



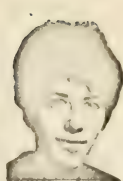
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H. HUSMOLLER



R. P. JAYNE



JUDITH KATZ



D. KESSLER



V. H. KLINE



L. A. KOSMAN



Y. W. KRAMER



W. W. LANDER



R. LANE



J. A. LESTER



A. G. LOEWY



J. W. LYONS



T. MAC CAFFREY



C. F. MAC KAY



M. MARSHALL



E. M. MICHAEL



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N. MITCHELL



A. MORTIMER



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C. PERRY



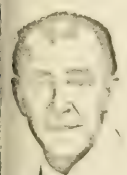
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D. S. QUINN



F. J. QUINN



R. E. RANDALL



J. C. RANSOM



R. R. RASKIN



W. H. REESE



E. S. ROSE



M. SANTER



R. M. SARGENT



A. W. SATTERTHWAITE



F. A. SELOVE



W. E. SHEPPARD



C. P. SLATER



W. SMITH



G. E. SPIEGLER



J. P. SPIELMAN



H. SPRINGER



H. M. TEAF



C. R. THOMPSON



THOMPSON



J. A. THORPE



G. I. TREYZ



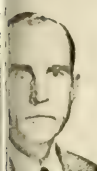
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A. F. WALLACE



R. I. WALTER



WELSH



N. M. WILSON



J. E. YEAGER

STUDENTS

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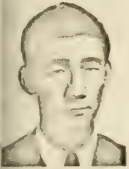
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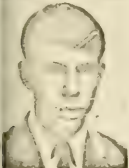
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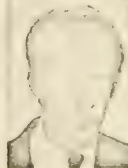
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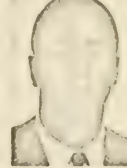
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P. J. BALINT
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E. C. BARANANO
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J. M. BARBIS
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M. S. BARNETT
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J. E. BARRETT
1969



D. M. BARRY
1969



S. W. BARRY
1971



A. H. BARTELS
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S. L. BARTON
1971



S. E. BARTON
1971



L. BATCH
PB



P. E. BATZELL
1968

					
BATZELL 1971	R. B. BEALE 1969	M. C. BEAVER 1968	T. E. BECKER, JR. 1969	E. G. BECKWITH 1971	V. E. BENGLIAN, JR. 1968
					
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BONADUCE 1971	A. L. BOULWARE PB	J. R. BOWER 1969	J. C. BOWERS 1968	D. H. BOYER 1970	D. C. BRASSFIELD 1971
					
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R. BURNS 1968	P. N. BUSH 1971	D. S. BUTTERWORTH 1968	S. J. CALLAHAN 1970	D. W. CARTER 1971	R. J. CHANDLER 1970



E. F. CHANEY
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A. H. C. CHANG
1968



E. P. CHESTER
1971



J. A. CHEWNING
1971



T. L. CLOUGH
1971



A. P. COHEN
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P. COLE
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R. M. COLE
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B. G. COLEMAN
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P. K. COLEMAN
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J. A. COLLAR
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C. S. COLVIN
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F. H. CONROY
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J. D. COOK
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G. N. COUCH
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R. I. COWARD
1968



B. J. CRAIG
1971



I. B. CRANDALL
1968



R. B. CRAWFORD
1971



S. W. CROPPER
1969



D. W. CROSS
1970



T. W. CURRIE
1968



J. J. CZARINSKI
1970



D. F. DAL MASO
1968



A. DAS
1970



J. W. DAVIDSON
1968



J. L. DAVIDSON
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E. H. DAVIS
1970



F. J. DAVIS
1970



T. DAWKINS
PB



J. W. DECKER
1971



A. S. DE COURCY
1968



J. R. DEKLEWA
1971



J. W. DELANO
1971



D. R. DELTHONY
1968



C. C. DEMATATIS
1970



DENNY
1970



D. M. DENTON
1971



S. S. DIAMOND
1971



J. A. DICKINSON
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J. J. DI GANGI
1968



R. L. DIRECTOR
1971



DOWNS
1969



D. L. DRUMMOND
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A. B. DUNHAM
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C. E. DUNNE
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C. A. DURST
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J. R. DYE
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EDELSTON
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K. C. EDGAR, JR.
1969



S. M. EISDORFER
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B. C. ELLIOTT
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D. F. ELLIOTT
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EMMONS
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F. P. ENGEL
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S. T. ERB
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T. L. ERICKSON
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D. M. ESPO
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EVANS
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P. T. EWELL
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E. N. FALES
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J. J. FAUST
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S. E. FAUST
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B. FAY
1968



FEROE
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G. D. FERREE, JR.
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H. B. FINKEL
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S. P. FINKLESTEIN
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G. P. FISHBEIN
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P. S. FISHER
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R. W. FITE
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R. C. FOLEY
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J. D. FOLLET
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V. T. FOREHAND
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S. L. FORMAN
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W. R. FORMAN
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D. H. FOSTER
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D. S. FRANKEL, JR.
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S. M. FREEDMAN
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B. C. FREY
1969



H. V. FREY
1968



R. S. FRIED
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B. R. FROEHLKE
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D. E. FRY
1970



J. B. FRY
1969



T. FUJII
1970



M. T. FULLER
1970



J. H. E. FUST, II
1971



P. P. GARRETSON
1969



R. E. GARRETT
1969



G. C. GAYNOR
1969



W. B. GEFFER
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J. P. GEISE, JR.
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W. GIBSON
PB



R. K. GIFFORD
1968



J. T. GILL
1971



P. M. GILMER
1971



J. R. GLEESON, III
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J. K. GODBEY, JR.
1969



B. I. GODEREZ
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S. H. GOLD
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P. D. GOLDBERGER
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T. B. GOLDING
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M. H. GOLDMAN
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J. D. DOBBY
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R. S. GOODMAN
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T. L. GOWEN, JR.
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D. J. GREEN
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R. R. GREENFIELD
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R. R. GREENFIELD
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J. S. GREGG
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W. G. GRESOV
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E. K. GRIMMELMANN
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C. GRUNFELD
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W. R. HALL
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W. R. HALL
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D. L. HAMILTON
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D. M. HAMILTON
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R. H. HAMILTON
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R. H. HAMMEL
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H. J. H. HARRIS
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H. J. H. HARRIS
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M. J. HARRISON
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D. A. HART
1968



P. C. HART
1971



W. R. HARVEY
1971



V. HASKELL
1968



V. HASKELL
1968



B. W. HASTINGS
1971



C. R. HATHAWAY, JR.
1968



R. C. HAWLEY, JR.
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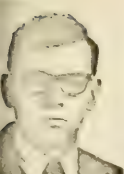
R. HEMMENDINGER
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D. R. HENDERSON
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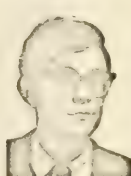
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M. E. HUIBREGTSE
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C. H. HULL
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M. L. HUMPHRIES
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H. T. HURD
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G. K. HURLEY
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W. A. HUTCHINS
1970



B. C. IACOBUCCI
1970



R. IHRIE, JR.
1970



W. C. INGRAM
1970



J. W. INSLEE
1970



M. R. INVER
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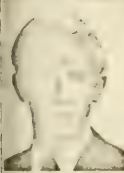
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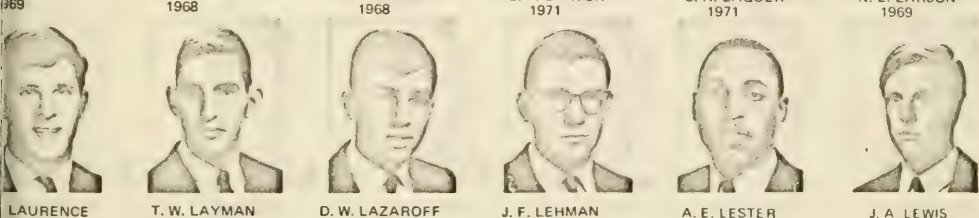
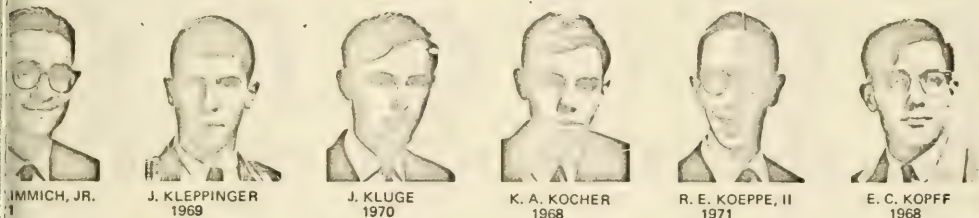
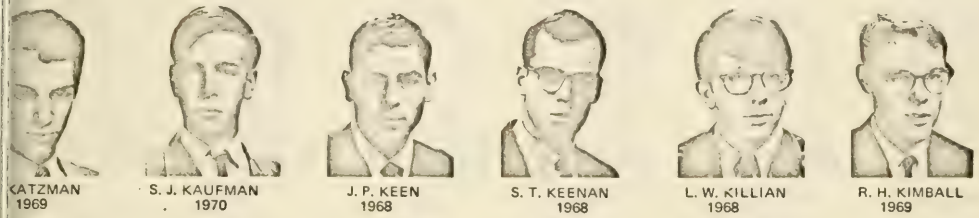
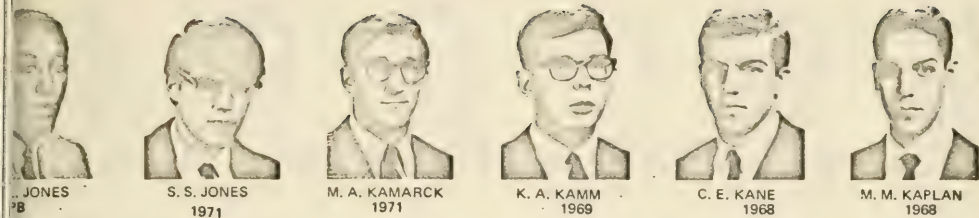
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J. E. LEWIS, JR.
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S. J. LEWIS
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R. A. LIGHTBODY
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B. K. LINCOLN
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M. C. LINDSEY
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R. W. LINN
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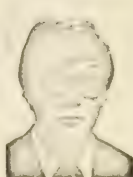
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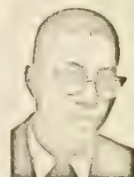
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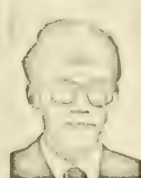
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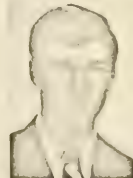
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T. A. MCCAIN
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G. R. MCCONNELL
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MEIER
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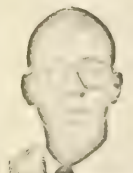
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J. F. MULLOOLY
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MUNROE
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S. J. MURPHY
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NEWKIRK
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G. C. NEWMAN
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J. D. NICHOLSON
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J. NOVAK
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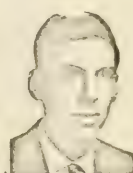
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T. R. POWERS
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K. M. PRESSMAN
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R. E. PRIMACK
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A. J. PRITCHARD
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M. J. PRYOR
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J. F. PYFER, JR.
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J. S. QUISENBERRY
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J. N. RAKOVE
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R. M. RAM
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F. M. RAMSEY, III
1968



B. R. RASKOB
1970



P. L. REAGAN
1968



R. R. REAGAN
1971



F. W. REIMHERR
1968



K. RETI
1970



Y. NOLDS
1969



D. L. RICE
1970



C. R. RICHARDS
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F. A. RICHARDS, JR.
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C. M. RICHARDSON
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E. S. RICHTER
1970



R. RIDLEY
1971



C. L. RINGWALT
1970



P. W. RITCHEY
1971



J. B. RITTER, III
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H. S. RIVERA
1971



J. T. RIVERS, III
1969



R. ROBERTS
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D. P. ROBINSON
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A. C. ROGERS
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J. W. ROGERS
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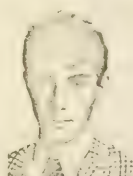
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A. M. RUBERG
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F. S. RUSSEK
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J. M. SACHS
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E. K. ST. CLAIRE, JR.
1968



R. A. SANDHAUS
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F. SANTORE
1971



F. A. SANTORO
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J. S. SARGENT
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R. T. SATALOFF
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C. S. SAXER
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E. W. SCHNEIDER, JR.
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B. M. SCHOTZ
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C. J. SCOTT
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W. P. SCOTT
1969



W. K. SELLERS
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R. E. SEROTA
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A. C. SERVETNICK
1968



A. E. SHAFTEL
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S. J. SHAPIRO
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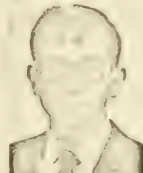
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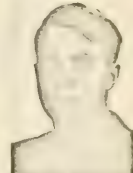
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C. A. SKOGGARD
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E. M. SLEEPER
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A. E. SMITH
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N. SNEDEN
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C. H. SNYDER, JR.
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H. W. SNYDER
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M. E. SNYDER
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J. L. SPELLER
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L. W. SPOEHR
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M. I. STEPHENS
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STERLING
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D. L. STERN
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R. O. STERN
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R. B. STEWART, III
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A. W. STOKES, JR.
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J. W. P. STORCK
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STOVER
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G. R. STROHL, III
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J. M. STUART
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T. W. STUDWELL
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R. F. SUTTON, JR.
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A. SWAN
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SWANSON
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J. K. SWENT
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R. A. SWIFT
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C. R. TANNENBAUM
1971



B. T. TAYLOR
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J. H. TAYLOR
1971



L. TAYLOR, JR.
1969



L. P. TEMPLE
1970



D. L. THOMAS, JR.
1971



D. G. THOMAS
1968



W. M. M. THOMAS
1970



C. H. THOMPSON
1970



J. B. THOMPSON
1970



P. W. TOBEY
1970



W. C. TOMPSETT
1970



J. G. TOTH
1970



P. J. TRAMDACK
1970



V. F. TRAPANI
1969



S. TUCKER, JR.
1970



J. W. TURNER
1968



S. P. ULAN
1971



R. D. UNTERMAN
1968



R. M. VAN CLEAVE
1968



S. C. WALENS
1969



J. N. WALKER
1970



P. S. WALLACE
1970



C. M. WALTON
1971



M. W. WANGH
1969



F. D. WARREN
1970



J. B. WARREN
1970



C. WASHBURN
1969



L. D. WEBBER
1970



P. L. WECKSTEIN
1969



D. S. WEIGHTMAN
1971



J. A. WEISMAN
1971



T. W. WEISMAN
1969



S. T. WEISS
1968



T. W. WELLES
1968



R. C. WESTON
1968



M. P. WHIDDEN
1968



H. S. WHITE
1969



R. S. WHITE
1969



L. WHITE
1971



W. S. WHITE
1969



D. A. WHITING
1968



C. S. WHITMORE
1970



T. N. WHITTIER
1969



D. F. WIECK
1968



J. WILBUR, JR.
1968



G. WILCOX
1968



D. S. WILL
1971



D. D. WILLIAMS
1971



J. G. H. WILLIAMS
1968



R. L. WILLIAMS
1969



S. WILSON
1970



P. M. WODLINGER
1970



R. B. WOLFE
1970



G. B. WOLFENDEN
1968



D. N. WOOD
1969



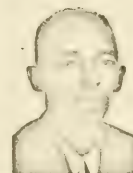
A. M. WOODWARD
1970



J. WORKMAN
1971



C. WRIGHT, IV
1971



F. L. WRIGHT
PB



J. C. WRIGHT
1968



J. S. WYLIE
1971



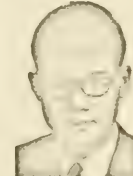
D. C. YAGER
1971



J. YARMON
1969



W. M. YATES
1969



A. YEN
1969



D. E. YOUNGERMAN
1971



M. A. ZABLUDOFF
1971



B. J. ZAJAC
1968



J. ZECKMAN
1971



S. R. ZUKIN
1970



W. M. ZUMETA
1969



R. D. FREUND
1969



S. R. GERBER
1969



J. L. HENDERSON
1969



J. B. HOSTER
1969



J. T. HOUGH, JR.
1968



W. A. MC NEIL
1968



R. E. ORLANDO
1969



G. F. WINFIELD
1969

The Haverford College campus contains 226 acres.

Administrative offices are in Roberts (president, admissions), Founders (dean, dean of students, development, alumni, PBF), in Hilles (business office), the Observatory (provost), and Whitall (public relations).

Faculty offices are located in Founders, Whitall, Stokes, the Observatory, Chase, the Library, Hall Building, Hilles, Sharpless, Drinker Music Center, and Union.

Physical education units include the gymnasium, Alumni Field House, Walton Field, Class of '09 Field, Class of '16 Field, Class of '22 Field, Class of '88 Field, Cope Field and Merion Field. There are tennis courts, a Cricket Pavilion and a Skating Shed.

Residence halls are Lloyd, Barclay, Leeds, South Dormitory, and Founders. Students also live in Williams House, Scull House, Yarnall House and French House. One unit of the new North Dormitories will be completed by January 1968, the other two in June 1968.

Faculty houses are on College Lane, Duck Pond Lane, Featherbed Lane and College Avenue.

The present dining hall is in Founders. The proposed new dining center will be completed in 1968.

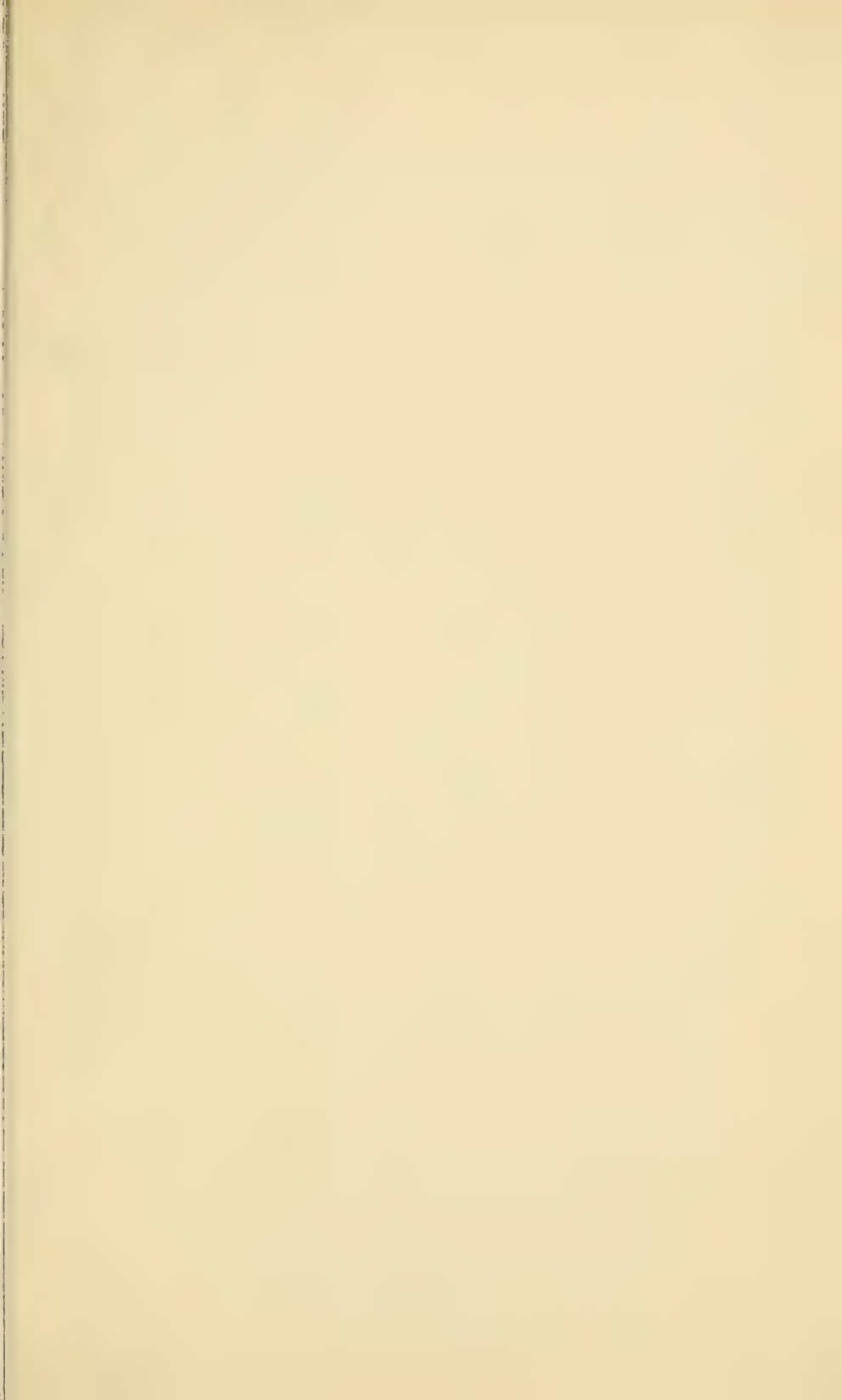
The snack bar, radio station, bookstore, mail room and student lounges are in Union.

The additions to the James P. Magill Library will be completed by January 1968.

The main gate is on Lancaster Avenue. Visitors arriving by car may park on Walton Road and the Field House Parking lot. All student parking is restricted to the Field House Parking lot.

The College is within walking distance of the Haverford Station on the Paoli Local and the Haverford Station of the P & W trolley. On Sunday nights, the last Paoli local from Suburban Station, Philadelphia, and the last P & W trolley from the 69th and Market Sts. Terminal leave at 12:45 a.m.

END



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